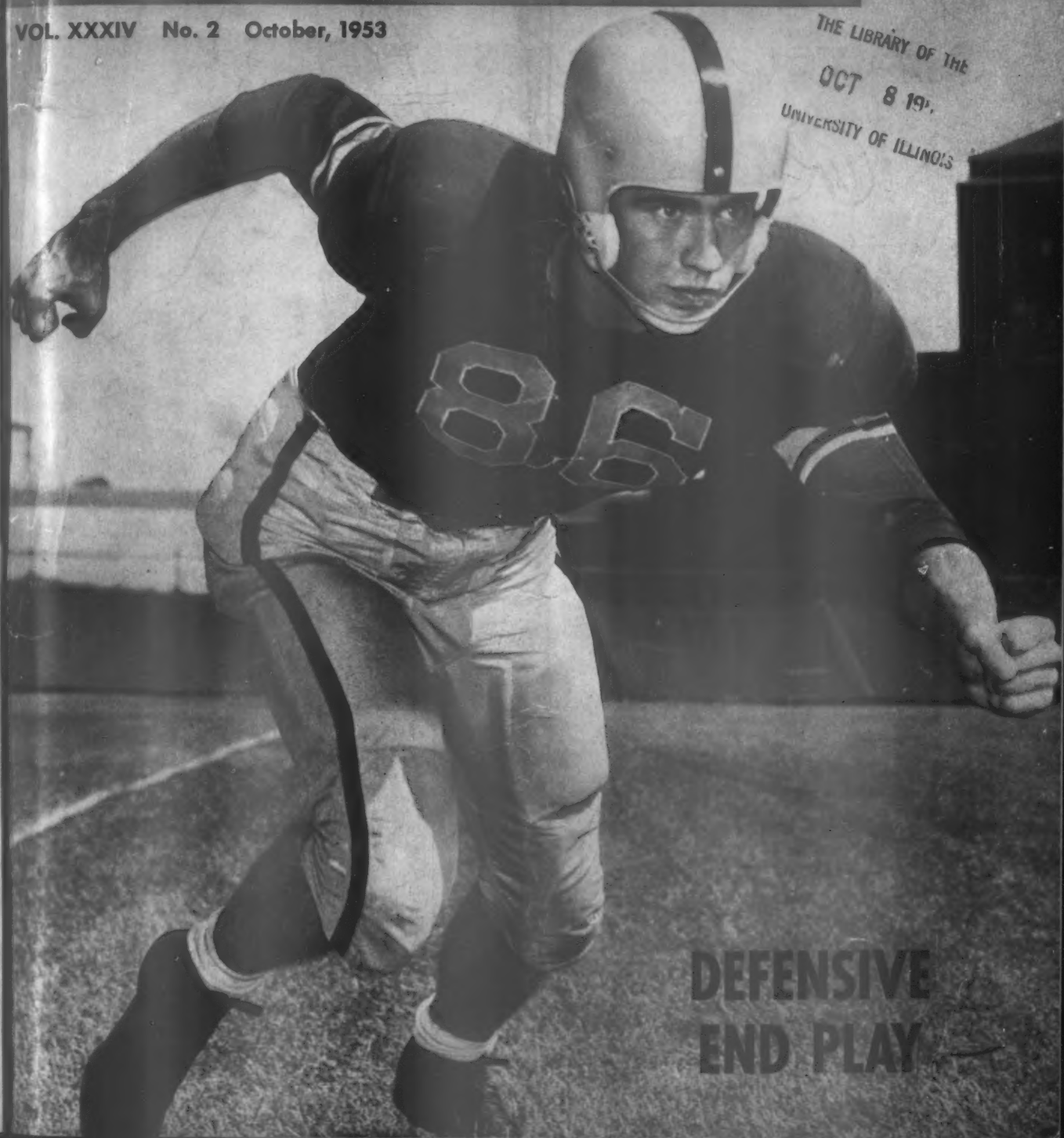


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VOL. XXXIV No. 2 October, 1953

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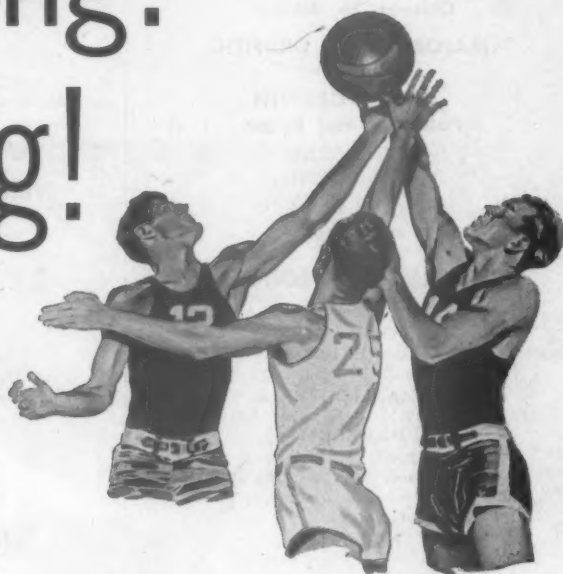
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The ATHLETIC JOURNAL

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Phil McElroy, outstanding Minnesota defensive end, is not only the subject of the cover photo, but is also the subject in the high speed photos used in conjunction with Wes Fesler's article on Defensive End Play which begins on page 9.

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from here and there



THE University of Texas must hold some kind of a record. They have won 59 out of 60 season opening games played. The only team to turn the trick against Texas was Kansas in 1938 . . . Penn State's cross country teams have finished fifth or better in IC4A competition 23 times out of 31 attempts . . . It is with a great deal of sadness that we report the passing of two veteran leaders of the sporting goods industry — William T. Brown, president of Spaldings, and Walter Bischoff, vice president of Rawlings . . . Returning to coaching this year is Herb Kopf, who will assist Benny Friedman at Brandeis University. Kopf's coaching career has been long and varied. He assisted Lou Little both at Georgetown and Columbia and served as head coach of Manhattan and the Boston Yanks. Incidentally, Kopf was the first freshman ever to play in the Rose Bowl. This took place when the famed Washington and Jefferson team of 1922 played in the New Year's Day classic . . . Remember the days when a team met only T formation teams? Those days are fast diminishing. Half of Oregon's ten opponents and five out of nine of Michigan State's opponents will be using the single wing. In fact, it is hard to find a schedule that doesn't have at least one single wing team on it . . . Johnny Druze, Notre Dame end coach, served as captain of his Irvington, N. J., High School teams four times. He was basketball captain twice and captain of the football and baseball teams once.

BOB MADER, former Wisconsin basketball player, has been named assistant coach at Marquette. He formerly coached at Sparta and Antigo High Schools in Wisconsin . . . How technical can the game of football get? Well, the latest wrinkle is to have the uniforms tested for appearance on television. Rawlings recently tested 78 different color combinations. With black and white television the idea is to get as much contrast as possible. Blue and gold, pur-

ple and gold, black and gold, cardinal and gold, and orange and white rate high on the scale. Any school sending a letter to Rawlings stating their uniform colors will receive a report on the color contrast . . . Montana has drawn heavily on Big Ten graduates for its football coaches. Out of 53 seasons of football, 26 have found a Big Ten graduate as head coach as against 27 seasons coached by graduates of other than Big Ten schools. Oddly enough, the winning percentage for Big Ten and non-Big Ten coaches at Montana almost balances, with 48.0 as against 43.4 in favor of the Big Ten . . . In 106 conference games played in the nineteen years Tennessee has been a member of the Southeast Conference, only 745 points have been scored by the opponents for an almost unbelievable average of seven a game . . . Harold Nichols, the new wrestling coach at wrestling conscious Iowa State, captained the Michigan team in 1938-39 when he was undefeated in the 145 pound class and won both the conference and NCAA titles. He comes to Iowa State from Arkansas State.

BEN SCHWARTZWALDER, Syracuse coach, may well be the most decorated coach in collegiate circles. A paratrooper, Schwartzwald received the Silver Star, the Bronze Star, the Purple Heart, four battle stars, and a Presidential Unit citation . . . The new football coach this fall at Lawrence, Mass., High School is Eddie Doherty, former Boston College great and assistant coach at his alma mater and Notre Dame as well as head coach at Arizona State and Rhode Island State . . . Johnny Rauch, assistant on Bob Woodruff's staff at Florida, competed in the Oil, Sugar, Gator, and Orange Bowls during the three years he quarterbacked Wally Butts' teams . . . In all the high school football games played in Minnesota last year, only 46 ended in a tie. Wonder what happened to those who would change the rules to prevent ties?

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WRITE FOR LITERATURE



Psychological Football

By CHARLES WEBB

Football Coach, Duncanville, Texas, High School

AT the famed Atlantic City Coaching School this past March, a psychologist was added to the staff, which indicates the part psychology is playing in today's coaching. "Babe" Webb, the author of this article, played at New Mexico A. & M. and coached at Roosevelt High School in Honolulu, and at Van and Keller, Texas before going to Duncanville. In addition to a degree in physical education, he holds a degree in psychology from Oklahoma A. & M.

MORALE and the "will to win" are of the utmost importance to every football team and coach. It is our contention that this team spirit or morale can be influenced greatly by the coach if he is properly trained. Many coaches were top performers in their school days; they are well-grounded in football fundamentals and strategy; yet they fail to produce even when the material is above average. Many times this failure is a result of not preparing the squad psychologically.

The old saying, "A team that won't be beat—can't be beat," still holds true but the coach usually influences this kind of spirit.

How much the mental frame of mind affects the ability of football players would be difficult to measure; however, we do know that more coaches are becoming aware of its significance. While we are unable to measure statistically the exact importance of this mental frame of mind we do feel that modern football coaches should be well-grounded in psychological principles. It is our feeling that the psychological spirit of a team which includes the desire to win and morale is a major factor in our football program. We work on the psychological preparation of our boys in order to get the most out of them and keep the following points in mind.

Our first theory is that the psychological frame of mind is the dynamo or battery of the human body. Many of us have observed potentially great football players who have the build of a Greek god, but who never develop the initiative and the spark to play. Many times these boys also have the

natural ability and physical coordination necessary to play the game, yet they fail to develop. In comparison, this type of football player is like a new battery with a dead cell.

Our second theory is that no one puts out to his maximum either physically or mentally, so we must devise ways to keep each individual's battery charged so that he will push toward his maximum at all times. Working on these two theories, we believe that our modern-day coach should definitely spend as much time on the psychological preparation of his team as he does on strategy and physical conditioning.

As stated earlier, it would be difficult to measure the exact importance of psychological factors but we offer the following as proof of their influence. What affects a football team in the annual homecoming game that makes it *hard to beat* no matter how weak it has been previously? The players are the same physically and the coach seldom makes any drastic change in tactics. We say the players are *charged up*, psychologically speaking, to the point of crowding their maximum output. This excellent frame of mind on the part of the players is motivated by the returning alumni and interest in the game.

The same is true of traditional games such as the Army-Navy game, and the thousands of other arch rival high school and college games around the nation. One may hear a fan remark before one of these games, "Past records are out the window when these two teams play." It is our contention that the *psychological charge* in the players sometimes overcomes the talent advantage the other team might have, making these games hard ones to predict. This psychological factor also contributes to the many football upsets.

These are examples of *psychological charges* put into players by particular games and situations. Now, we might ask the question, "How can the coach apply this *psychological charge* and keep it consistently high?"

We contend that the *psychological charge* of our players is the most important factor in the success or failure of our teams and all else stems from this charge. By this we do not mean that a coach can succeed on psychological principles alone and we are

(Continued on page 36)



Monte Irvin, brilliant New York Giant outfielder, credits Niagara in helping to prevent muscular atrophy while recuperating from the badly broken ankle he incurred in 1952 training.



Howard Waite of the Pitt Panthers finds he can supervise several massages at once through use of a battery of Niagara units.



Ralph Kiner knows the value of conditioning and proves it by using Niagara before and after playing.



Chuck Mather, Massillon (Ohio) football coach, has been an advocate of Niagara Massage as a conditioning aid for several years.

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Dr. Harrison J. Weaver, physician to the perennially first division St. Louis Cardinals, reports especially good results in the use of Niagara as an aid in the healing of fractures and certain minor, but painful and incapacitating, spinal injuries.

Howard Waite, Athletic Trainer for University of Pittsburgh, uses Niagara for the renaissance Pitt Panthers. "Niagara occupies an important place in my preparations for this tough one-platoon football," says Waite. "It's truly DEEP massage. It has unequalled value in helping to restore vital circulation to injured parts and aiding in the prevention of muscular atrophy."

Sam Kramer of Strong Vincent High School is representative of progressive high school coaches all over America who've made Niagara Massage part of their program for safeguarding young athletes. One example of Niagara's effectiveness especially impressed Coach Kramer. "A back had been plagued with a sore leg since August," he writes. "He could play less than half of every game. Niagara helped clear up his ailment. He was able to play his first game after

using your equipment."

Ralph Kiner takes conditioning seriously. That's why he became so enthusiastic about Niagara when introduced to it two years ago. That's why regular use of Niagara is now part of his pre- and post-game conditioning regimen.

Monte Irvin, the hard driving competitive outfielder of the New York Giants, suffered a broken ankle during the 1952 training season. Because Monte was in his 30's, many sports writers thought it meant the end to his career. His own tremendous determination to play again confounded them. We're proud that Monte credits Niagara DEEP Massage with a big assist in his return to professional baseball.

Chuck Mather coaches at Massillon High School. No one needs be reminded that Massillon is always at the top in high school football. Chuck Mather has used Niagara equipment for 3 years. He has conducted numerous experiments on Niagara's effectiveness against sprains, strains, cramps, contusions, muscular atrophy. The results? Coach Mather is sold on Niagara—recommends it to other coaches!

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Fig. 1



Fig. 2

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THE ATHLETIC JOURNAL

Defensive End Play

By WESLEY E. FESLER

Football Coach, University of Minnesota



IN these days of high-powered offenses, the job of the defensive end becomes more complicated with each passing season. Coaches and players are constantly searching for simple maneuvers which will enable the end to adjust and cope quickly with play situations that require split-second timing. Good defensive play does not come automatically; it takes ability, initiative, effort, and pride. We do not believe an end will ever be a good defensive player unless he develops a tremendous pride in doing his job well. We are always trying to develop that pride in all of our defensive men.

In our opinion, the most important essentials of good defensive end play are as follows:

1. **Aggressiveness.** This quality is essential; if an end is not aggressive he is practically worthless as a defensive end. He must be able to attack through the opposition.

2. **Alertness.** To do an effective job on defense, a boy must be alert to all situations in order to react accordingly.

3. **Movability.** A defensive end has to handle his body in a variety of quick-moving actions.

4. **Use of arms, hands, and legs in a co-ordinated movement.** This is the one phase where most defensive ends get into trouble—failure to use their arms and hands along with the movement of their feet to ward off the blockers.

5. **Ability to react and diagnose.** This is another phase of alertness, but

it is very important to good defensive end play.

6. **Proper tackling technique.** Aggressiveness and determination, with proper form, will pay off here. To be effective the defensive end must tackle.

These essentials are necessary, we believe, to good end play and are things that should be stressed at all times in our practice periods.

Fundamental Elements of Defensive End Play

1. **The Stance.** We like to have our defensive ends in an offensive or three-



DEFENSIVE STANCE

point stance. Occasionally, on a special setup, we will have them in the semi-erect position but, basically, they will assume the three-point stance.

The defensive end assumes his stance with his outside foot back, and his outside hand on the ground. That is, the left end lines up with his left foot back, his right foot forward to about a toe-heel relationship, and his left hand on the ground. The right end lines up just the opposite, his right foot is back, his left foot is forward, and his right hand is on the ground. His feet maintain this toe-heel relationship, and are placed about 12 inches apart, or as much as is necessary for him to feel comfortable. In either case his forward foot is planted firmly on the ground, his back foot is placed so that most of the weight is on the ball of his foot, with his heel raised slightly from the ground.

The ends are lined up two and one-half or three yards outside their de-

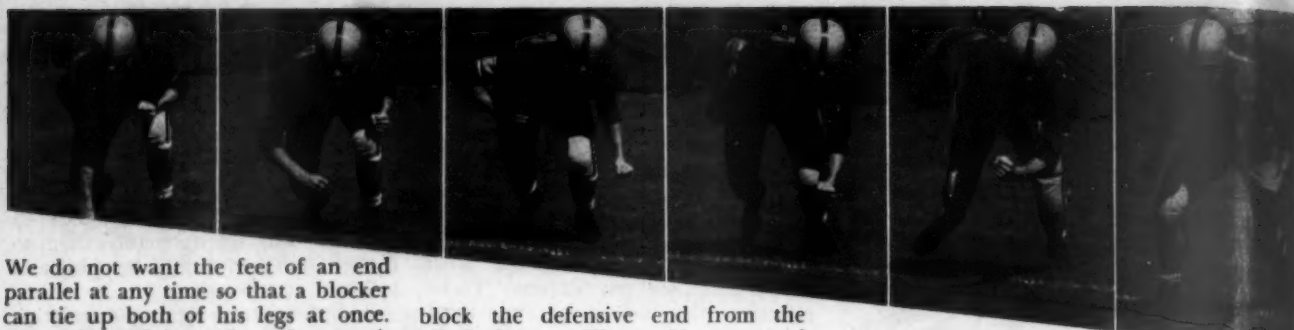
fensive tackles, on the line of scrimmage, and facing inward about 45 degrees. This lineup enables them to charge into the heart of the play and to react accordingly.

2. **Defensive Charge.** We feel that the defensive end should get some penetration and work quite a bit on individual and group drills with our ends, getting off on the snap of the ball, and gaining depth across the line of scrimmage.

Diagram 1 shows the position we want our ends to work for, once the play gets underway.

On the snap of the ball, we like our ends to take their initial steps with their rear foot — left end with his left foot, right end with his right foot. The end takes his second step with his inside foot forward; his hands come out ready to defend. This position will place his inside foot forward, and keep his outside foot trailing or free at all times. We never want the outside foot forward because if it gets hooked, the defensive end is licked completely to the outside. The players are instructed to maintain the feet in approximately the same relative position as on the stance at all times.





We do not want the feet of an end parallel at any time so that a blocker can tie up both of his legs at once. Once the end has taken these position steps, he sets himself and prepares to react to the play.

We want our ends, when charging or penetrating to stay low; this is the reason for the three-point stance. They should have their arms in position to protect their legs, and be under control and well-balanced at all times. Too many ends want to stretch out to see what is going on, thereby exposing the vulnerable blocking area to the blocker. Drills are worked on daily in an attempt to lessen the blocking target. The ends should make the blockers get down and dig them out.

3. *Defensive Maneuvers.* After this initial charge or penetration is made, the end diagnoses the play and reacts according to the situation which presents itself. We believe the end must charge and then diagnose, not diagnose and charge as the secondary men must. The situation is broken down in major blocking possibilities, and by drilling against these various blocks, the defensive reactions of the end are speeded up and confidence is instilled in him as to his ability to counterattack each block.

We feel the end must be prepared to be blocked in by several methods which are as follows: a. The opposing end may move out on an attempted body block. b. The end on the opposing team may loop around and

block the defensive end from the blind side. c. The tackle or guard may pull and block him. d. The halfback or fullback may block him in.

Similarly, he may be blocked out in several ways: a. The end may attempt to turn him out. b. The tackle or guard will block him out. c. The halfback or fullback will block him out.

These situations will just about cover all of the defensive adjustments the end must make when the play is directed toward his position.

Let us discuss the defensive play of the end when the opposing team is attempting an end sweep. This is a tough play for the end to combat because he is trying to help out on the inside as well as on the outside. We firmly believe that a coach should not have the end do two things on one play, that is have him come in and try to protect both ways. The end should either be given the assignment of protecting the inside, with additional help given him outside, or he should protect the outside, with additional help given inside. In our opinion, he will be much more effective as a defensive man if he is given one job. Of course, he should adjust to the play accordingly after it develops, but he should carry out his initial assignment first and then make a real effort to get to the ball-carrier. The play of the left end would be the same for the right end on a sweep to his side.

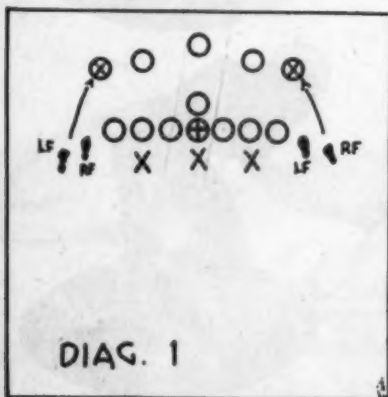
Let us break the play down as follows:

1. On the snap of the ball, the left end makes his initial charge fast, with good body control and balance.

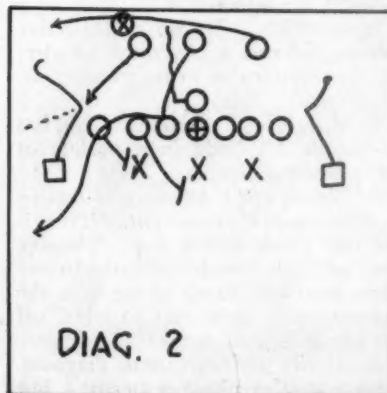
2. He keeps his feet in the proper alignment, with a good base so that he can maneuver when necessary.

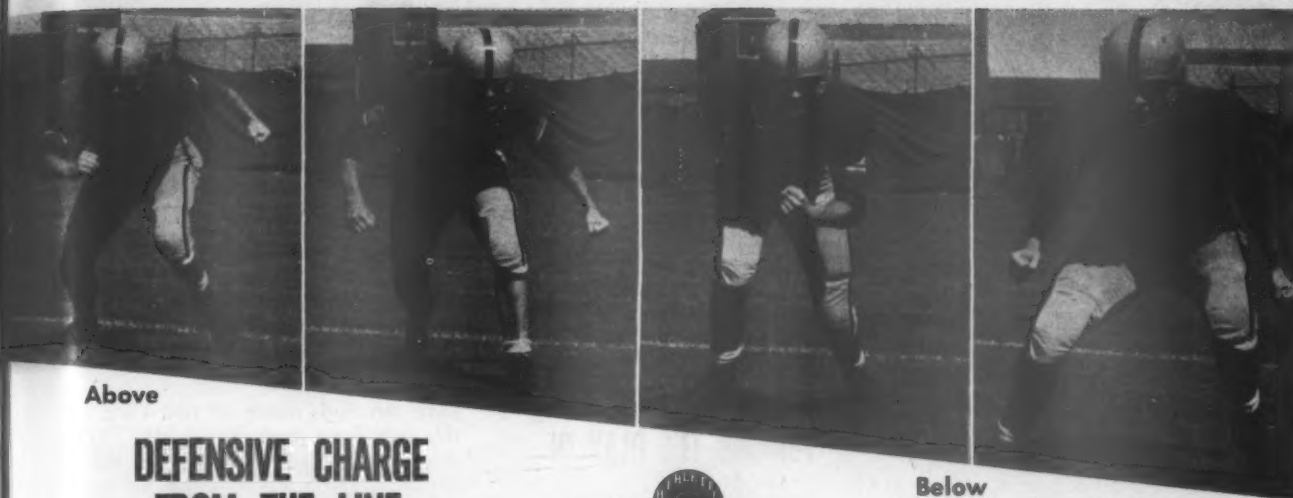
3. The defensive left end keeps on this line of charge until he diagnoses the play and knows where the ball is. He protects his territory first and does not follow the fakes, etc. As long as the ball is inside the end, and no one is attempting to block him in, he should work directly to the ball. If the interference and the ball are going deeper and moving toward the defensive end's sideline, he should start giving ground laterally, keeping good balance and position, when the ball gets about even with him. He should have his arms out, parrying or hand fighting as he gives ground, making sure that he forces the interference as deep as he possibly can. He should never let his outside foot get tied up; it should always be kept free so that he may give ground laterally. After the play has been strung out, the end should attack through the interference and go after the ball-carrier, with the linebacker and halfback coming up for support. Diagram 2 shows the line of action.

The end should not give ground until the ball-carrier is at point X.



WES FESLER was an all-American end at Ohio State, graduating in 1931. He assisted the next year at his alma mater and for the following nine years at Harvard. He was head coach at Wesleyan for four years, moving to Princeton as an assistant in 1945. The following year he went to Pittsburgh as head coach and in 1947 returned to Ohio State. This is Wes' third year at Minnesota.





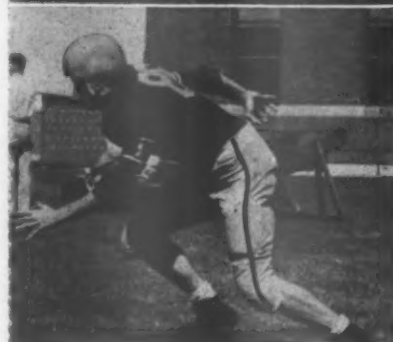
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DEFENSIVE CHARGE FROM THE LINE



Below

SEMI-ERECT STANCE AND CHARGE





While he is in this process, if the left end should get hooked from the outside, he should immediately fight pressure. He should never attempt to go around the block — he must attack through it. If he is hooked, he should drop his left shoulder on his blocker's body and make a complete pivot to the outside, gaining depth as he pivots. Then he should retreat somewhat and try to catch the ball-carrier at the crossroad, that is after he makes his swing downfield. If the defensive end tries to catch the ball-carrier behind the line of scrimmage, he will find himself behind the ball-carrier with no chance of catching a fast halfback. The line of action is shown in Diagram 3.

These maneuvers will work in a very similar manner against either the T or single wing type of play. When a team is playing the straight defense, the defensive end must come down his angle and then react to the outside whether it is the T or single wing. Of course, where a coach has varied defenses he might play his end differently against the single wing than he would against the T.

The other major situation is the defensive play of the end when the play is directed at him, or inside of his territory and outside of his defensive tackle position.

1. On the snap of the ball, the defensive end makes his initial charge

Above

TURNING THE PLAY IN Facing page RUSHING THE PASSER

Below

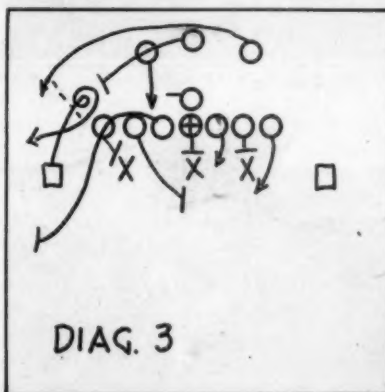
FIGHTING OFF BLOCKERS

in order to gain penetration.

2. After two steps, the defensive end should be set and have time to diagnose the play. If so, he can see that the power is aimed directly at him and he should be prepared to meet it.

3. The defensive end should be as low as possible. We do not like to

The end should pivot and pursue according to the solid line, not as the dotted line shows.

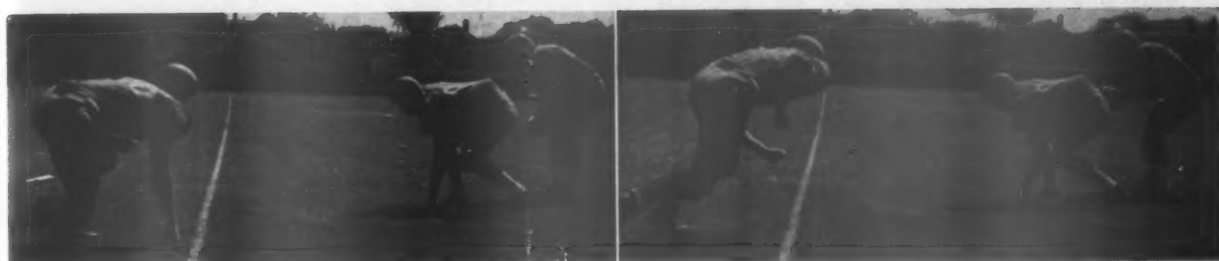


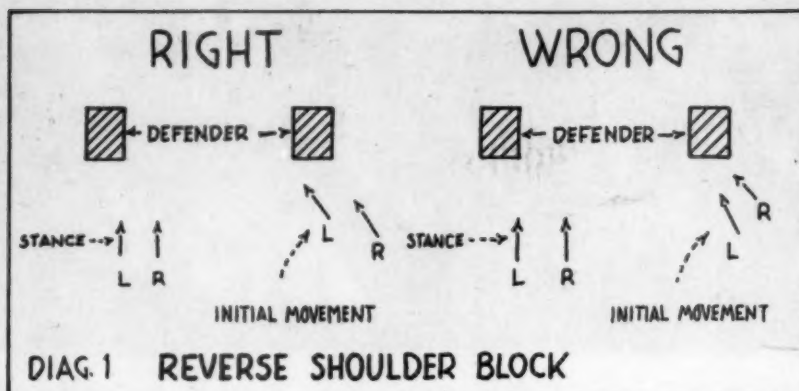
have our ends down on one knee as this cuts down their movability. They should stay low and prepare to meet the interferer with a tough forearm shiver, and a shoulder drive, as they do in actual tackling. The defensive end should move into the blocker in order to take up some of the shock and to reduce the size of the hole as much as possible. His main purpose should be to pile everything up and force the ball-carrier to pick his spot or attempt to swing wide. If the defensive end can jam the interference and cause the ball-carrier to swing outside, he has done a good job. The defensive halfback, especially, and the linebacker on that side should come up for support on the outside if this happens. The most difficult thing for the average end to learn is to stay low and to fight from underneath with his arms and shoulders. When the defensive end wants to raise up, he opens his body to the blocker and is more or less a *sitting duck*. He must stay low and drive through the opposition, never around the block. In this particular maneuver aggressiveness and fight play an important part.

Another phase of defensive end play, which is most important, is the duty of the end when the play goes away from his particular position. To illustrate, let us take the play of the

(Continued on page 57)







idea is not to allow any penetration and, in our opinion, this may be accomplished best by using a driving reverse shoulder block.

The third and final step is to pin the opponent into the line, thus preventing effective pursuit. Pinning the opponent is accomplished best by slipping from a reverse shoulder block into a hip block and then working around behind the defender. Here again, *hustle* is an important item necessary to finish up a reverse shoulder block successfully. Well trained defensive men have little trouble rolling out of a reverse

Techniques of Split T Line Play

(Continued from September issue)

By WARREN K. GIESE

Assistant Football Coach, University of Maryland

THE reverse shoulder block is used when the offensive lineman is expecting to block a defender playing to his inside and knifing across the line of scrimmage. Goal line defenses often present this type of situation for linemen. The basic idea of the split T should be kept in mind and the reverse shoulder block should be used in a manner which does not violate these fundamental principles.

The first duty of any offensive lineman is to contact the defender across the line of scrimmage, allowing the quarterback freedom of operation. Therefore, when using a reverse shoulder block, the offensive lineman steps with the foot which is closest to the man he is blocking. This initial step is forward and lateral, gaining ground toward the defender in both directions. A good drill to practice this important step consists of nothing more than taking a group of players, lining them up in front

of a chalk line, and having them repeat their initial step toward the inside opponent. It is easy for a coach to determine who is stepping across the line, and to give everyone the idea of stepping first with the foot closest to the man he is blocking. Stepping first with the far foot is slower, and a difficult footwork problem arises if the far foot is moved first. Diagram 1 shows both the correct and incorrect initial movements of this block.

The second movement is a driving shoulder block, placing the offensive lineman's head in front of the defender and using the off-side shoulder. Power should be used so that the initial contact will halt the charge of the defensive lineman and redirect his movement parallel to the line of scrimmage.

While a cross-body block will suffice for offenses which operate back of the line, it just will not do the job on a basic split T play. The important

shoulder block with a good second reaction. The offensive blocker must be ready with his own second reaction to counter the defender's maneuver.

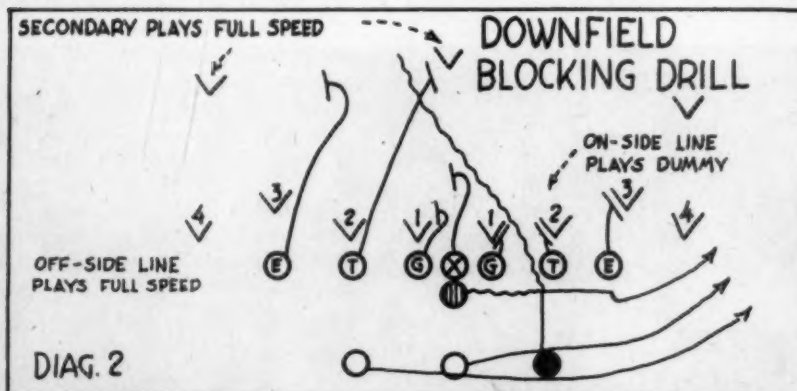
Downfield Blocking

Blocking beyond the line of scrimmage is very important in the successful operation of the split T offense. Most teams are inadequate in this phase of the game simply because enough time or coaching effort is not spent emphasizing its importance. Split T backs frequently penetrate the primary line of defense and from this point the downfield blockers should take over the job of clearing the way.

There are many methods of downfield blocking and all are effective if they are executed correctly. We teach and recommend only the use of the straight shoulder block and the high hip block. The straight shoulder block is well suited for use in a majority of downfield situations against a moving defensive man. We explained the basic form of this block earlier in this article and most of the details hold true for a downfield blocking attempt. Naturally, contact is made considerably higher and the raising motion immediately after contact is not so pronounced. However, good body angle, extension of cradling blocking surface, head and eyes up, and the use of short, powerful steps, are all ingredients of a good downfield shoulder block.

The downfield blocker's mind should not be made up ahead of time concerning which block he intends

(Continued on page 60)





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Annual Attack on Football

RECENTLY Robert Ruark devoted his syndicated column to attacking football, thereby achieving the honor of being the first columnist to attack football this season.

His column was refreshingly different in that he used a new approach. Instead of devoting his column to the "brutality" of football, he attacked the fall sport by means of questioning the honesty of the coaches.

For those who missed the column, Ruark discussed the recent action of the college commissioners in stating that the college coaches would use the honor system in substituting under the new so-called one platoon system of football. Ruark says: "So the onus is on the coach already highly trained in honesty to see that his thugs don't get substituted illegally."

We take exception to the sentence just quoted. In the first place, Ruark does not have any basis for his accusation that football players are thugs. On the contrary, those playing football have, in recent years, maintained better than average scholastic grades in reports we have seen. At Oklahoma, over the past five years, 89.7 per cent of the football players have earned degrees. Interestingly enough these degrees are not being earned in so-called "pipe" major courses. This year's squad has the following number of players taking the major courses indicated: business 11, geology 9, education 9, petroleum engineering 5, physical education 2, pre-medicine 2, law 1, pharmacy 1, government 1, industrial education 1, industrial arts 1, social science 1, arts and sciences 1, sociology 1, and pre-ministry 1. Last year the varsity letter winners at Illinois

had a higher scholastic average than the average for the rest of the student body.

We also take violent exception to Ruark's inference that there is a certain degree of honesty lacking among coaches. Ruark undoubtedly refers to the matter of subsidization and proselyting.

We do not condone either of these practices, but we realize that the number of colleges which permit subsidization comprise a very small percentage of the total number of colleges playing football.

We know that there are a limited number of the medical profession who are guilty of illegal practices. We have never seen fit to condemn the medical profession because of the shortcomings of a few, but have preferred to applaud the doctors of the world for their good deeds in overcoming disease.

Our feelings about football and football coaches are pretty much along the same lines. We feel that the greatest experience available to a growing boy is to compete in athletics. In our opinion, the good involved in football outweighs the bad many times, although we hear much more about the latter.

A. B. C. Month

IT isn't original with us for we heard a prominent platform speaker express his opinion when he said: "What this country needs is less pickle weeks and more pickles." We can't vouch for the need of more pickles but we definitely feel that there are too many weeks and months devoted to odd causes.

Now, comes October which, among other things, is designated as A.B.C. Month. A.B.C. in publishing parlance stands for Audit Bureau of Circulations. It so happens that this year marks our twentieth year as a member of that organization. Consequently, we are going to take the occasion of A.B.C. Month to tell our readers about this organization. We are doing it not because it is A.B.C. Month for we think such an idea is about as silly as "National Rhubarb Day," but because the literature we received called to mind that perhaps we had better tell our readers the significance of the little insignia which appears each month on the contents page.

Approximately 2700 Canadian and American daily and weekly newspapers, magazines, farm publications, and business papers are members of the Audit Bureau of Circulations. In addition, approximately 700 of the largest advertisers and advertising agencies are also members. The association is a voluntary and non-profit organization formed for the purpose of authenticating claims of circulation.

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(Continued on page 63)

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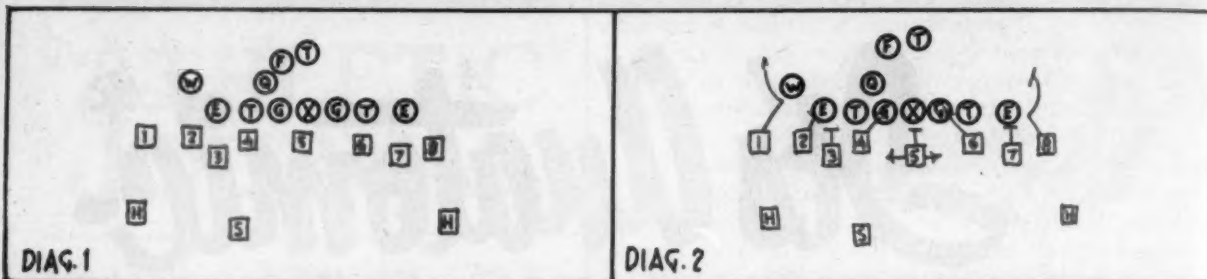


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A Tested Defense Against the Single Wing

By Dr. Don Veller

Professor of Physical Education, Florida State University

IN this day of T and split T offenses most coaches spend considerable time and energy devising and practicing against them. Many coaches spend so much time on the T defenses that they and their players are lost when they meet that *one* single wing team each year. Maybe this year with the abolition of platoon football more than one single wing team will be encountered.

We coached the single wing from 1935 through 1952, and during these years learned a great deal about this offense. Also, we learned to respect the defenses that would give it trouble.

One innovation which makes the single wing tough to defend against is the buck lateral series. And, another thing which has complicated the defending of this offense as well as the T, of course, is the flanker series, including widely split ends. In this respect, the modern single wing definitely reflects the T influence.

This article will deal with a single wing defense that was used successfully at Florida State University.

Notice Diagram 1, while we talk briefly about personnel. Number 5 must be the toughest, meanest linebacker and he should be fairly fast. Number 6 is the fellow who would normally play short-side tackle. The biggest, toughest guard should be lined up as No. 4. Number 2 is nor-

mally the strong-side tackle. Numbers 1 and 8 are logically ends. Numbers 3 and 7 can be the other guard and the remaining linebacker, or vice versa. However, since No. 7 has more pass responsibility, he should be the faster.

Diagram 2 shows the defense against a regular single wing lineup. Number 1 lines up a couple of yards outside the wingback and plays orthodox. Number 2 lines up just outside the offensive end, hits him first, and plays the ball. Numbers 4 and 6 line up in front of the opposing tackles, about one foot off the line. At the snap of the ball they really *scald* it in, low and hard, over the guards.

Number 5 plays from one to two yards back of the line in a crouched position, and is ready to move forward to either side. He must be looking right at the fullback, and at the same time looking out of the corners of his eyes at the guards. If the fullback starts forward, No. 5 drives in hard and fast directly at him. If one or both of the guards pull, regardless of what the fullback does, No. 5 follows the fullback, favoring the guards' inside. Number 5 follows to the guards' inside because of his angle for inside out blocking.

Numbers 3 and 7 play directly in front of the opposing ends from one-half to a yard off the line. If the ends step toward Nos. 3 and 7, they hit

them rather aggressively, trying to knock them down, slow them down, or both. Number 8 plays just outside the end, coming in and hitting him before he slides to the outside. He must not get hooked. The halfbacks and the safety play orthodox.

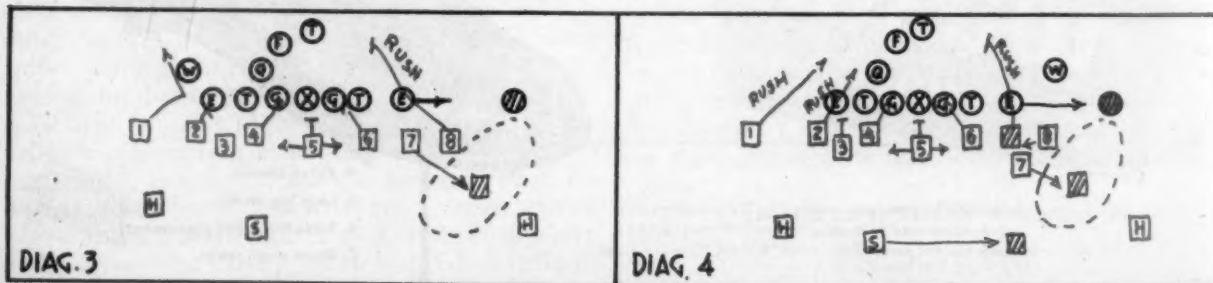
One weakness, which immediately seems to *rear its ugly head* is this defense's apparent weakness against the dangerous single wing wedge. This was our thought when we were working with it in the paper stage. However, it was thoroughly tested in practice and in games, and it bore up well. Remember that No. 4 and No. 6 are coming in tough. Numbers 7 and 3 are also constantly alert for this play. In this defense, the offense is given the middle, and then it is taken away.

Number 5 will need a little more work than the other players because of his important, split-vision responsibilities. He must concentrate on his *keys*, the guards and the fullback. Number 5 will need some practice both in dummy and real scrimmage. He must be thoroughly indoctrinated to work fast and to be able to choose his path quickly, remembering that the pulling guards have priority on his attention.

The following diagrams show the modification of this defense to meet some of the single wing variations.

One of the variations commonly met

(Continued on page 54)



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Fast Break Drills

By BUD BURGER

Basketball Coach, Chipola Junior College, Marianna, Florida

THIS article contains a group of fast break drills which we use in our practices to encourage a fast break. Some of the drills are just drills, while some are used in the actual playing of the game.

All of these drills are planned with the idea of keeping the ball in the middle of the court. They are also planned so that the two fastest men, who are usually the guards, form two-thirds of the fast break team. These drills are also designed so that a coach will have three men going on the fast break.

It will be noticed that these drills encourage ball-handling and passing while on the run, and present a definite pattern. Each boy knows where the other boy will be, and when he will be there.

The drill, which is shown in Diagram 1, is used for the purpose of handling the ball at a fast rate of speed. In using this drill all passes should be leading passes and they should be chest high passes. Number 1 passes to No. 2. Then No. 2 passes back to No. 1 in the center of the floor. No. 1 passes to No. 3, and No. 3 passes back to No. 1 in the center of the floor. Then No. 1 passes to No. 2, and No. 2 passes back to No. 1 in the center of the floor. Number 1 passes to No. 3 who shoots. Then No. 2 rebounds the shot and throws the ball to No. 1 at the free throw lane. Number 3 and No. 2 exchange sides and the same passing pattern is used, coming back up the floor.

Diagram 2 shows a fast break drill which is used for the purpose of getting the ball away from the defensive basket and to the center of the floor as quickly as possible. It also gives offensive practice of three against

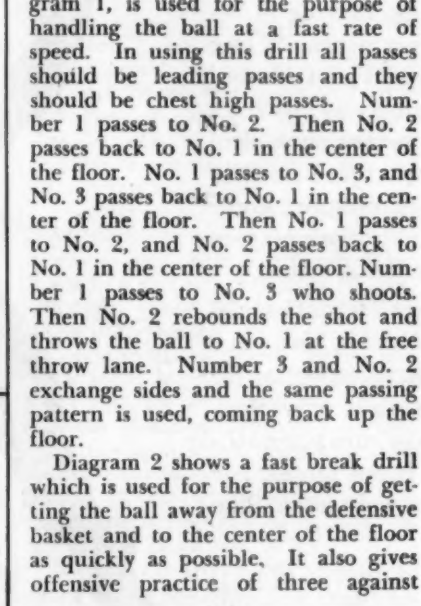
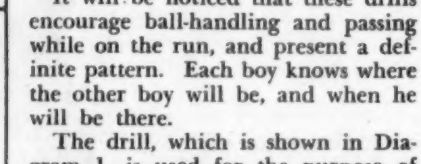
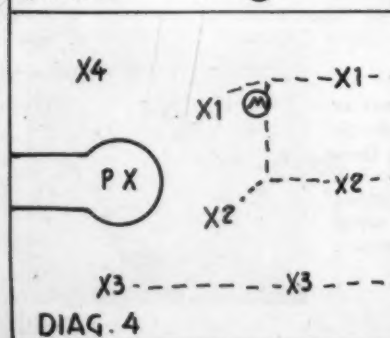
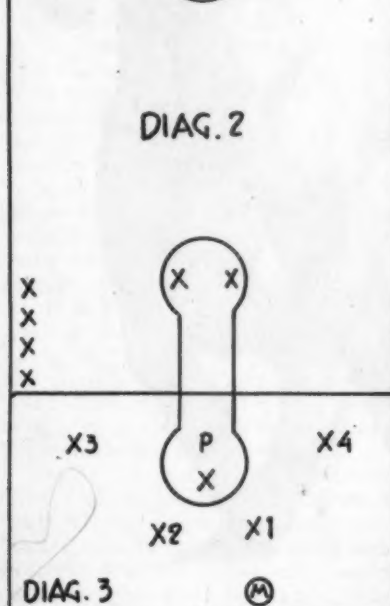
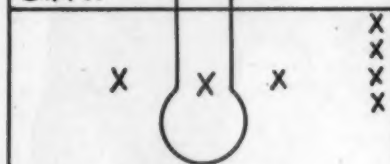
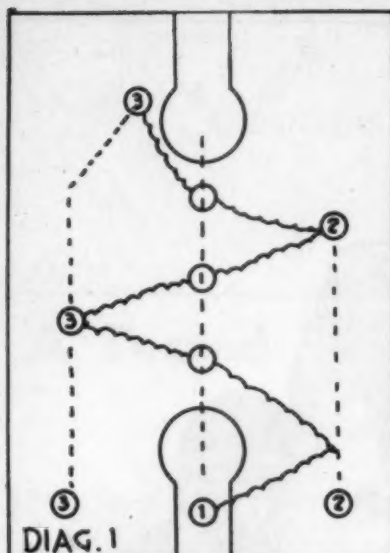
two, which is the usual situation on a good fast break.

One-half of the team is placed at one end of the floor in a line parallel to the sideline. This line will be called line No. 1. The other half of the team is placed in a line at the opposite end of the floor and the opposite side of the floor, parallel to the sideline. This line will be called line No. 2. Both lines will face the center of the court. Two defensive men from line No. 2 are placed in the free throw lane facing the far basket. Three offensive men from line No. 1 are placed in the free throw lane opposite the defensive man facing the center of the court.

The coach or manager throws the ball against the backboard for the offensive team to rebound to start the drill. The three offensive men from line No. 1 rebound the ball and go down the full court where the two defensive men from line No. 2 meet them, thus making a three-on-two situation. The offensive men try to score until the two defensive men earn the ball. Then the two defensive men become the offensive team. The boy at the head of line No. 2 becomes the third offensive man. Then the three original offensive men go to the end of line No. 2. During the original three-on-two situation, the first two men of line No. 1 should step out in the free throw lane and become the defensive men. The offensive team tries to score until the defensive team earns the ball. Then they and the front man in line No. 1 become the offensive team.

The drills, which are shown in Diagrams 3, 4, 5, and 6, are used for a fast break after the interception of a pass.

(Continued on page 50)





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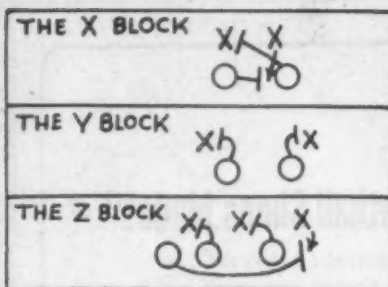
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X Y Z BLOCKING

By Jay McWilliams
Line Coach, Alfred University

AS football defenses become more varied and complex, the coach's problem of how to simplify his methods of teaching blocking assignments also increases. It has been our practice, in past years, to start with blocking assignments for an orthodox six-man line, then show the blocking for the five-man line, next the seven-man line, and, finally, for a four-man defensive alignment.

This system worked quite satisfactorily for a number of years, but we kept discovering that our opponents very rarely used these orthodox defenses. We were constantly planning our attack to meet overshifted or undershifted defenses, tight or open five-man lines as well as many versions of eight-man lines, linebackers almost on the line of scrimmage, defensive halfbacks, and the safety man only eight to ten yards deep.

We had to work out a plan of teaching which would meet as nearly as possible the multiplicity of defensive alignments. After trying numerous methods of teaching offensive blocking assignments, we developed the plan which will be discussed in this article.

First of all, our offensive holes are numbered. The normal path of the ball-carrier is directly over the initial position of the offensive man. If the play is called over a particular man, and he wants the ball-carrier to follow a plan slightly to his right or left, he will pass this information on to the ball-carrier in the huddle.

Diagram 1 shows the method we use in numbering the various offensive holes.

In order to show how our blocking assignments are taught, let us assume that we run an off-tackle play through the 4 hole. Now, instead of stressing the fact that we have a six-man line,

the men are placed in a six-man situation and then evolve the X-Y-Z plan of blocking. Diagram 2 shows the spacing for a six-man line.

Normally, the Y block would be the first choice for a play called through the 4 hole. The right guard, right tackle, and the right end all have

the end momentarily, and then moves downfield to aid in blocking any other defender. The play goes through the 4 hole. Six-man line spacing is the defensive alignment.

Diagram 4 shows the same play using the X block. The basic setup is the same as is shown in Diagram 3, but in this case the X block is used by the tackle and the guard. The tackle goes in front of the guard and the guard pivots to the outside. Then he goes after the defensive tackle. The end blocks the defensive end and then heads downfield.

When using the X block, it is standard procedure to have the tackle drive across in front of the guard. The guard will then shoot for a spot where the tackle lined up. Then he will make contact with the defensive tackle, either on the line of scrimmage or on either side of the line of scrimmage, depending upon whether the defensive tackle smashes or waits.

Diagrams 5, 6, 7, 8, and 9 show some different spacings and the preferred blocking assignments used against a few of the changing defensive alignments which we meet.

In the overshifted defensive alignment, (Diagram 5), the use of the Z block, with the ball-carrier going through the 6 hole is shown. The tackle will block the guard, the end blocks the tackle, and the guard will block the end. Then the center blocks the defensive man who is playing head-on.

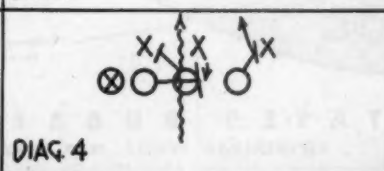
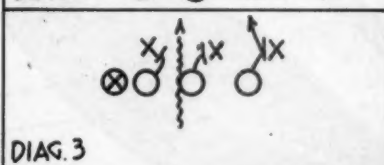
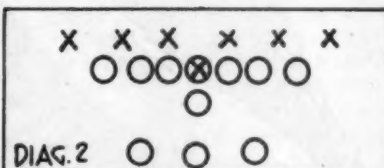
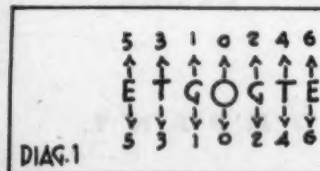
In the play shown in Diagram 6, we find the defense employing seven-man spacing. The play is directed through the 2 hole and the blocking used is the X block. The center blocks the man directly in front of him. Then the tackle blocks the guard, the offensive guard blocks the

(Continued on page 58)

JAY McWILLIAMS is a 1937 graduate of Penn State and he coached in high schools in that state until the war. Following the war, he served for three years as line coach at V.M.I. before reporting to Alfred where he is head basketball and tennis coach, in addition to serving as line coach in football.

good blocking angles on their respective defensive men. An X block could be used satisfactorily if the offensive lineman wished to use this type of block.

Diagram 3 shows the Y block which would normally be the first choice for this particular play. In executing this block, the guard blocks the guard, the tackle blocks the tackle, the end blocks



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"THE CHOICE OF THOSE WHO PLAY THE GAME"

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The 5-3 Defense Against the T

By DALLAS WARD
Football Coach, University of Colorado

WE started defending the T formation with a five-man line pattern, and have stuck with this method. A five or seven-man line is used against the T formation. Diagram 1 shows our five-three-two-one defense against the T formation.

A great many teams have had exceptional success with a wide-six defense against the T formation, with the tackles located directly in front of the offensive tackles, the guards balanced, the outside linebackers located directly in front of the offensive end, and the defense stunting all over the field. That is what some of our successful coaches are using.

We are going to stick with our defense until we are convinced that it will not work. As far as we are concerned, it is a fine defense. We like it and that is what we are going to use.

The team lines up in a five-three alignment. We will describe how we play from a straight five; then we will tell how we adjust when we move our linebackers up on the line in front of the offensive ends. We are as apt to have them up in the line as we are back of the line of scrimmage.

Our two defensive tackles, the middle lineman, and the middle linebacker, Nos. 2, 3, 4, and 7, are responsible for everything from tackle to offensive tackle. If a play goes through that area, it is the fault of one of these four men. The middle lineman, No. 3, uses a forearm shiver on the offensive center. He charges straight on the offensive center, and plays either side. We never want the middle lineman, No. 3, to guess which way the play is going. Some players will not follow these instructions. If a coach watches them in a game, he will find that they are trying to guess which way the play will go. We do not know how they do it, but they always guess wrong. Our middle lineman is told that the offensive center cannot block him in our five-man line.

THIS highly informative article is taken from "The Texas Coaching School Notes" so excellently compiled each year by Otis Coffey of Douglas, Arizona. Dal Ward's coaching career includes the period from 1928 to 1936 at Marshall High School in Minneapolis, freshman coach at Minnesota until 1942, navy service during the war, backfield coach at Minnesota for the 1945 and '46 seasons, and head coach at Colorado since 1947.

We have talked to a number of good professional centers, and they say they like the middle lineman, in a five-man defense, to charge them just as hard as he can. That is what they want him to do. They say they can block any lineman in the pro league if he will charge hard on them. When the defensive man charges hard, all the center has to do is to turn his head one way or the other and he has the defensive man. But the professional centers say they do not like to play against a man who uses a forearm shiver. They cannot get to him. That is what we want our middle lineman to do, and that is why we do it. Our middle lineman is told that the center cannot block him. If he is going to be taken out of the play, either one or the other of the two offensive guards must block him and it will have to be a double-team block.

Our middle linebacker, No. 7, is told that any time he sees a double-team block on the middle lineman,

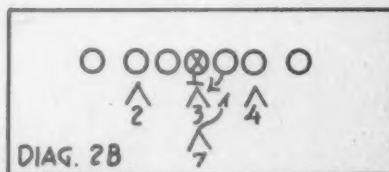
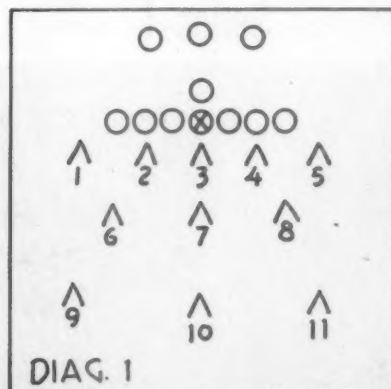
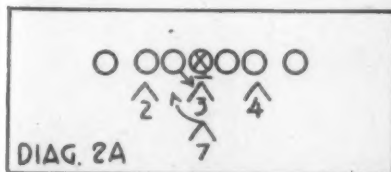
No. 3, he must move in quickly. Diagram 2A shows the movement the middle linebacker, No. 7, should take if the middle lineman, No. 3, is double-teamed.

If No. 3 is double-teamed by the right guard, and the center and No. 7 stand there, Diagram 2B, the left guard will come through and block him. On the other hand, if the middle lineman is blocked by the left guard and the center; and if No. 7 stands there, the right guard will block him. We give our middle lineman and our middle linebacker considerable practice in executing their assignments in drills. Number 7 will learn to fill the hole automatically. The offensive team can do a double-team block with their right guard and block our linebacker with the left guard and vice versa.

For many years we had our defensive tackles, Nos. 2 and 4, line up a little bit on the outside shoulder of the offensive tackles and point in a little bit. We told them to drive right through the offensive tackles, and never let the offensive tackles hook them in. Last year we moved our defensive tackles in just a little bit more, almost in front of the offensive tackles. They play right in front of the offensive tackles, but charge their heads on the outside of the tackles. They have that much advantage on the outside. The defensive tackles are instructed never to let the offensive tackles hook them and they are never to get trapped. Those two requirements are their only responsibilities.

The four men, Nos. 2, 3, 4, and 7, are responsible for tying up the middle. They guarantee that the play will not come through the area between the offensive tackles. We have found from watching the T formation that one of its best plays is a trap on one of these two defensive tackles. We have seen a number of long runs made on these trap plays. However, we will venture to say that

(Continued from page 46)





Series G



Advanced Trampoline Stunts

(Continued from September)

By DICK HOLZAEFFEL

Varsity Gymnastics Coach, University of Iowa



The Front Double Twisting Somersault—(Series G) This stunt is accomplished as follows:

1. The front somersault is thrown vigorously, with the performer's hips rising high in the air and his head down.

2. His arms are wide to establish a forceful throw and then his throwing arm is brought across his chest.

3. The performer's hips and legs are straightened to permit the vigorous twist to go along his entire body.

4. This twist is strong enough and the bounce is high enough to permit the double twist to take place.

5. The head action is strong to the

Series H

side and is held there to keep the twist going.

6. The last one-half of the double twist is performed with the performer's head turned back away from the twist, and his eyes looking down at the trampoline to spot the landing. His head comes forward as the landing is accomplished.

The Two and One-Half Twisting Front Somersault—(Series H) This stunt is performed as follows:

1. The start of this stunt is the

same as the front double twisting somersault discussed in Series G.

2. There is a more vigorous throw for this stunt and a tighter squeeze of the arms after the throw.

3. The final one-half of the twist is accomplished simultaneously with a body flexing to accomplish the final somersault.

4. Because there is a continuous twisting from the take-off no previous observation of the trampoline is necessary before the landing.

5. The performer's head comes around and permits observation as the last one-half of the stunt is accomplished.

Series I





6. This is an easier stunt than the front double twisting somersault because the performer turns into the trampoline and not away for the landing.

A Front One and Three-Quarters

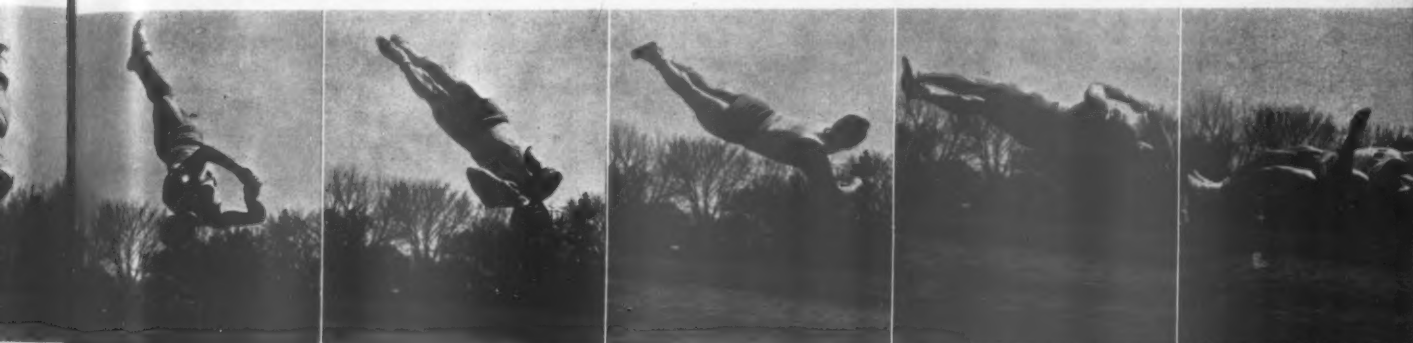
contacted from the hips to the shoulders.

5. The throw of the trampoline on the shoulders and the pike position permit the performer to turn forward and come up to his feet. This stunt

stunt is executed as follows:

1. At the top of the first somersault or at the three-quarters point, the tuck is released.

2. The twist is started by throwing the twisting arm across the body.



Somersault—(Series I) This stunt is accomplished as follows:

1. The front somersault is performed as described in Series C. However, the rotation either has to be more rapid or vigorous or more height is necessary.

2. At the top of the somersault, the tuck is loosened and the body is elongated into a swan dive — head up. Forward rotation is not stopped.

3. As the performer's head nears the trampoline, it is tucked under and his hips are flexed. His body assumes a pike position, with his hands grasping his thighs.

4. The bed of the trampoline is

may be finished with a strong arching action rather than maintenance of the pike.

Forward Double Somersault—(Series J) The stunt is performed as follows:

1. This stunt is thrown higher or harder than the one and three-quarters somersault described in Series I.

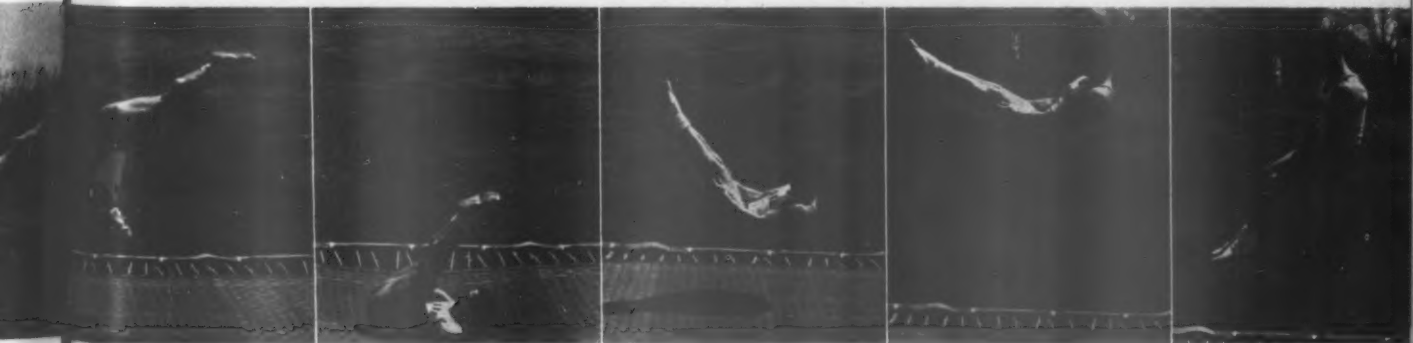
2. At the top of this stunt the tuck is loosened and the performer's head is raised.

3. The performer's body is extended for the landing and his arms are raised for balance.

One and Three-Quarters Full Twisting Somersault—(Series K) This



3. Then the performer's head, shoulders, and hips follow in the line of twist as his body elongates.



4. The throw of the twist is followed through, thus completing the full twist.

5. While the performer is still in the air, the front somersault is completed.

6. His head and arms are driven downward.

7. Then his hips are jackknifed upward, completing the next three-quarters of a somersault.

8. The landing is made from the shoulders to the hips.

9. The resultant bounce takes the performer over to his feet.

The Fliffus—The Front Double With the Full Twist in the Second Somersault—(Series L) This stunt is performed as follows:

1. The one and three-quarters front somersault is completed as is shown in the front double somersault which was discussed in Series K.

2. At the one and three-quarters point, the tuck is released.

3. The twist is started by the per-

7. His eyes look back over his shoulder, spotting the landing, and then his head comes on around for the completion of the landing.

The One and Three-Quarters Forward Somersault With the Full Twisting Ball-Out—(Series M) This stunt is performed as follows:

1. The front one and three-quarters somersault is performed as described in Series I.

2. As the performer is rising from the back drop the twist is started.

3. This twist is taken from the bed of the trampoline by the performer. The twist can be executed later as in a full twisting swan dive.

4. The performer has the twist going and his body is elongated immediately on the take-off. His arm cross is shown clearly.

Series J

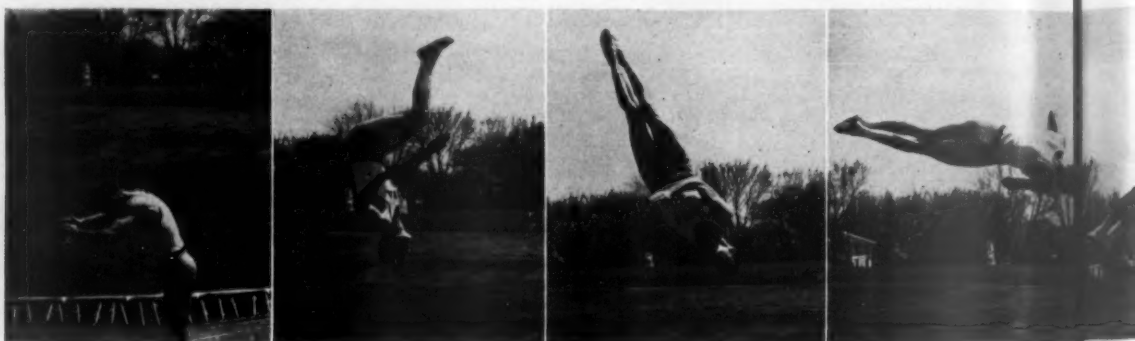


The Two and Three-Quarters Forward Somersault—(Series N) The execution of the stunt is as follows:

1. The two and three-quarters forward somersault is accomplished by throwing the front double somersault more vigorously, by taking a tighter tuck, and by using more height or retaining the tuck longer.

2. The performer does not open

Series K



former's twisting arm crossing, his opposite arm closing in, his hips and legs twisting from his shoulders to his hips.

4. Then his body straightens to permit ease of twist.

5. The barani part of the first one-half of the twist is then completed.

6. The throw or twist is strong enough to carry on through for the full twist and is not checked by the performer.

5. The full twist is taken through the entire somersault which has been thrown from his shoulders on the back drop.

6. While he is still in the air, the performer completes the somersault with the full twist, lifts his hips, and drives his head and shoulders downward for the next back drop landing.

Series L

up and glide in, so to speak, as in a front one and three-quarters somersault, but retains the tuck late between the two and one-half and the two and three-quarters to insure a back drop landing.

3. The landing then throws the performer to his feet.

The Back Double Lay-Out Somersault—(Series O) This stunt is performed as follows:

1. The performer lifts upward and





backward with his head, shoulders, and arms.

2. His back is arched strongly, permitting a strong hip lifting action.

3. Then his arms are driven down to his hips to further accentuate the backward throw.

4. The extreme arch is maintained throughout the entire one and three-quarters somersault.

2. Half twisting front double somersault, with a half twist in the last part of the second somersault. (Barani out, one and three-quarters, half out, late fliffus).

3. Half twisting front double somersault, with a half twist in the first part of the second somersault. (As a front one and one-quarter, with a half twist carried on over to the feet).

somersault, with a full in the first somersault.

8. Full twisting back double somersault, with a half twist in the first part of the first somersault, barani out.

9. Full twisting back double somersault, with a half twist in the second part of the first somersault, barani out.



5. The arch is removed for the retention of balance on the landing, with the performer's weight centering over his feet to stop backward action.

Some variations plus a summary of some of the possible fliffes are as follows:

1. Half twisting front double somersault, with a half twist in the first somersault. (Barani in, barani-back, late fliffus).

4. Half twisting back double somersault, with a half twist in the first part of the first somersault. (Airplane fliffus and Arabian fliffus).

5. Half twisting back double somersault, with a half twist in the second part of the first somersault. (Back flip, half twist, and front flip).

6. Half twisting back double somersault, with a half twist in the last somersault. (Back double, half out).

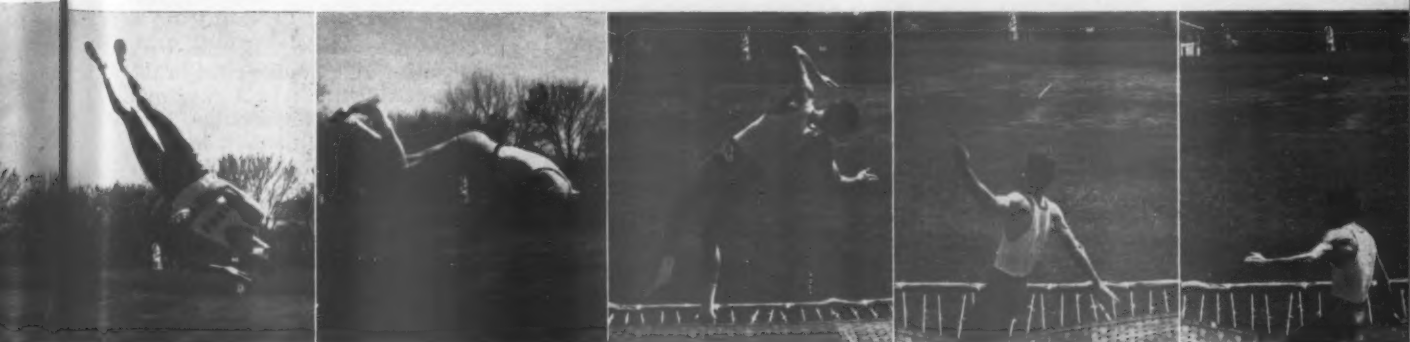
7. Full twisting back double somersault, with a full twist in the second somersault.

10. Full twisting back double somersault, with a full twist in the second somersault.

11. Full twisting front double somersault, with a full twist in the first somersault.

12. Full twisting front double somersault, with a half twist in the first somersault, and a half twist in the second somersault.

13. Full twisting front double somersault, with a full twist in the second somersault.





Series M Top

somersault. This is done like a barani out with a half twist added.

14. One and one-half twisting back double somersault, with a one and one-half twist in and front out.

15. One and one-half twisting back double somersault, with a half twist in the first somersault and a full twist in the second somersault.

16. One and one-half twisting back double somersault, with a full twist in and a half twist out.

17. One and one-half twisting back double somersault, with a one and one-half twist in the second somersault.

18. One and one-half twisting front double somersault, one and one-half twisting front somersault, with a back flip out.

19. One and one-half twisting front

Series N Center

double somersault, with a full twist in, a half twist out or a full twist in,

THIS article concludes the series prepared for us by Dick Holzepfel. A year ago the first article, "Elementary Trampoline Stunts" appeared. In June the first of the three articles "Advanced Trampoline Stunts" was used. This was followed by the second part last month. To illustrate this excellent series the most thorough coverage of the rapidly growing activity of trampolining to appear in any periodical.

Series O Bottom

and a barani out.

20. One and one-half twisting front double somersault, with a barani in, and a full twist out.

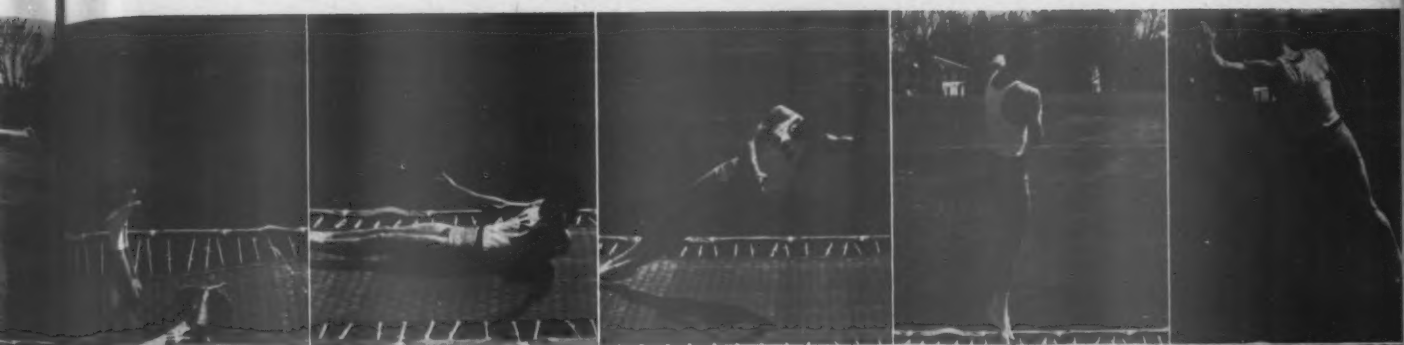
21. One and one-half twisting front double somersault, with a one and one-half twist in the second somersault.

22. Double twisting, double back somersault, with a double twist in the first somersault, and a back twist out.

23. Double twisting double back somersault, with a full twist in each.

24. Double twisting double back somersault, with a one and one-half twist in the first somersault, and a barani out.

25. Double twisting, double back somersault, with a one-half twist in the front somersault, and a one and one-half twist in the second.



26. Double twisting double front somersault, with a one and one-half twist in and a half twist out.

27. Double twisting double front somersault, with a double twist in, and a front flip out.

28. Double twisting double front somersault, with a full twist in each.

29. Double twisting double front somersault, with a barani in, and a one and one-half twist out.

30. Two and one-half twisting double back somersault, with a full twist in, and a one and one-half twist out.

31. Two and one-half twisting double front somersault, with a full twist in, and a one and one-half twist out.

32. Full twisting back triple somersault, with a full twist in the first somersault, and a double twist back out.

33. Half twisting front triple somersault, with a two and three-quarters twist and a barani out.



Morale—Factor in Line Coaching

By **BOB TROPPMANN**
Line Coach, San Francisco State College

AT San Francisco State College we have a formula for developing linemen. This formula is in no way original but comes from years of successful coaching by head coach, Joe Verducci. Our formula is — knowledge of fundamentals, plus work, plus hustle, plus morale, equals victory.

From the first day of practice in September we work on knowledge of the fundamentals and through hard work produce high morale. It is only human nature for the players to talk about the day's practice when they are having their evening bull sessions, and we believe in the theory of giving them something to talk about. We would rather have the men talk about the slave-driving line coach, or the miserable drill that ended the practice, or the rough scrimmage, rather than bicker about personalities or some minor problem. "Keep them busy — Keep them happy" is our theory.

We strive to keep dull routine out of our practice sessions; hence, the players look forward to each and every session. Our pre-practice warm-up varies for obvious reasons. We have noticed that men will linger in the locker room until the last possible minute because they are saving themselves for the tough conditioning program which they begin to dread after a few days of practice. We want our men out on the field at least fifteen minutes before practice for what we call *early work* for individual differences and weaknesses or just a plain *gab* session. Once practice starts there is a minimum of talking and a maximum of work; hence, all our talking must be done before actual practice starts. If the boys are waiting until the last possible moment to come out on the field, they are missing a very important part of the daily workout. It is our job as coaches to have the boys sufficiently enthusiastic so they want to be the first ones on the field.

Our warm-up period may extend anywhere from five to twenty minutes, depending upon what we have scheduled for the day's work, whether it be a contact day or a passive day. The work varies, such as going down under punts; signal drills by teams; touch football; or relays, i.e., tumbl-

ing, carrying, etc; or a strenuous exercise period. Strenuous exercise is used 80 per cent of the time, but the other phases are used to keep the practices from becoming dull and routine.

Group Work

After our warm-up period, the linemen are separated from the backs for a period of forty minutes. This period is broken up into ten minutes of fundamentals, fifteen minutes of defensive work, and fifteen minutes of offensive work.

Usually, every group work session is started with a review of the blocks that are used in our system. These are the straight-on shoulder block, right and left; reverse shoulder block, right and left; near-foot-near shoulder block, right and left; post and lead for the center, guards, and tackle; and fill-in blocks for the center,

BOB TROPPMANN played at Redlands and San Francisco State, graduating from the latter. He coached for five years at Richmond, California, High School before returning to his alma mater as line coach on Joe Verducci's staff. This is the third article he has prepared for us — the other two dealt with drills and tackling.

guards, tackles, and ends. All of these blocks are done against the blocking dummies.

Defensively, we teach a forearm shoulder lift, with the second move concentrating on the angle of chase or pursuit. If we are fortunate in having a tackle who is adept in the forearm shiver, we work on him individually; otherwise, getting across the line of scrimmage, controlling the offensive man, pursuing or chasing the ball-carrier, and making the tackle are stressed.

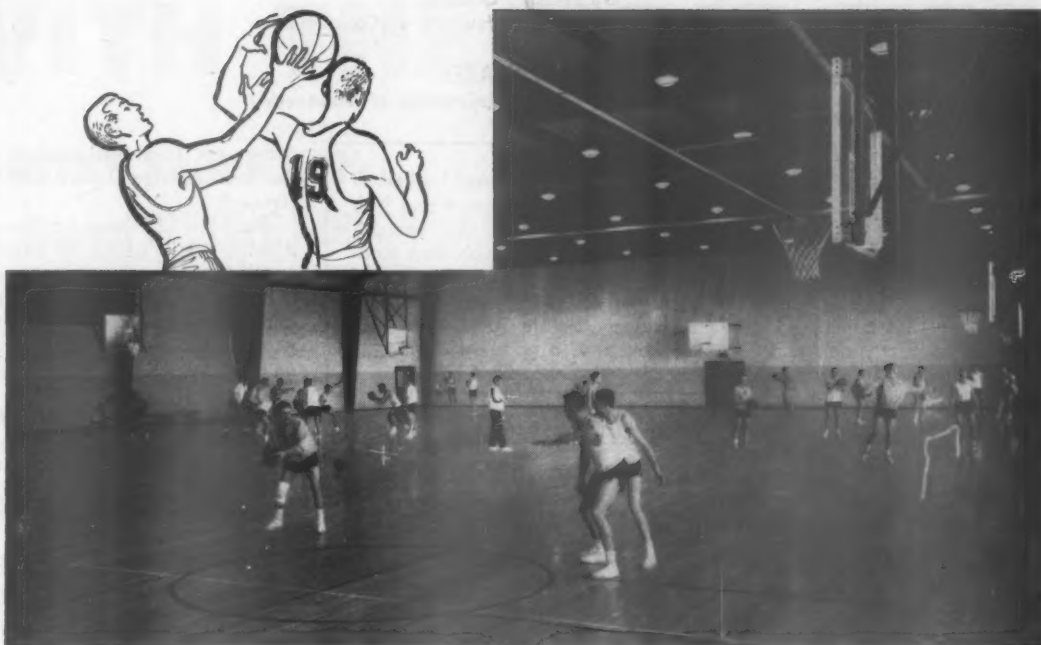
We try to keep our teaching as simple as possible. The defensive fundamentals are stressed each day and are incorporated in drills of one-on-one, two-on-one, etc. Both of these drills are used passively or actively. All of this type of work is done under

the rope. A heavy rope is tied at both ends and is 36 inches high where we work. Once or twice a week the men are taken to the *pit*, a sandy, hot, miserable place, which we feel has had more to do with building successful lines than any other one factor. It is a place in which emotions are extended to the utmost and the men are traveling on *heart* alone. The players are separated from the rooters at sessions like these, and the nightly bull sessions are plenty active. If a coach is trying to win a popularity contest with his boys, then we suggest that he forget about the *pit*, but if he is interested in developing men for his squad, we advise him to take the linemen behind the bleachers a few times a week. We also have the tackling dummies in the *pit*, and combine work on these for a change of pace. Our version of change-of-pace is from work to harder work.

For the last fifteen minutes of group work we work on the Verducci Rule Blocking (a system of line blocking where players have rules instead of definite assignments, *Athletic Journal*, October 1952). The men are brought back up on the field for this drill and they work either passively or actively, depending on whether we are going to be scrimmaging later in the day. Our system is basically a trapping and filling offense; hence, the fundamentals we worked on earlier are now put into play and valuable time is not wasted in telling a lineman how to use a certain type of block, etc.

Now, the whole line is with us, including the ends, and we strive on perfection and hustle. The men who are not running the ball will hold blocking dummies. Every man does something even if we have five or six defensive halfbacks holding the bags. We want every man to be busy. The rule is explained once, and each man is responsible for his own position. The rules are learned as sweeps, quicks, and traps. Here again, team morale is brought into the picture by having the whole unit that is running the play take a lap around the far goal posts if any member of the unit fouls up the play or does not know his assignment. In this way, everyone in the unit makes sure that everyone knows his position and rule.

(Continued on page 38)



KANSAS CALLS FOR "PORTER"

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Drills for Better Fundamentals

By HUGH GREER

Head Basketball Coach, University of Connecticut
and

STAN WARD

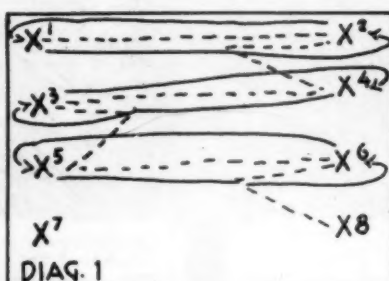
Assistant Basketball Coach, University of Connecticut

IN searching for drills to help us teach fundamentals, we collected and devised some which we feel might be of help to our brother coaches. Certainly, no coach ever has too many drills. Every fundamental should be thoroughly covered and there should be enough drill so that teaching fundamentals does not become synonymous with monotony. Here are some of the drills which we use at the University of Connecticut.

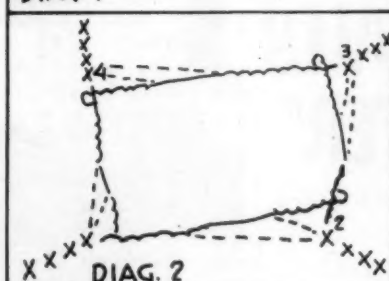
Our chest passing drill, shown in Diagram 1, although more complicated than some of the simple drills, incorporates more fundamentals. The long and short two-hand chest pass, reflexes, and conditioning are all stressed. With two balls in action, every squad member is able to obtain a worthwhile workout in a short time. We have the ball start with X1 who chest passes to X2. X1 follows the ball and when he is six to eight feet away, X2 passes back to him. X1 immediately chest passes to X4 and takes the place of X2 who, in turn, has gone to the position vacated by X1. Notice that the passer, X1, makes his move to the inside of the man to whom he is going to pass. It is X4 in this case, while X2 goes to the outside to prevent any collision. X4 has immediately chest passed to X3 and then follows the ball. When X4 is six or eight feet from X3, he is hit by a return chest pass and passes quickly to X5 who continues the cycle. X4 takes the place of X3 who has moved on an outside cut to his old position. When the ball reaches the end of the line, it is returned to the original spot where it may be started again.

The game of dribble tag is a good way to work on control dribbling and conditioning. Competition and enjoyment are present. Five men are placed within the half-court area, each with a ball. One man is designated "it" by the coach and the game is started. The rules are simple: all men must keep dribbling. They cannot go out of bounds and they must keep the ball under control or they will be "it". Any player who is touched by the dribbler who is "it" must then take up the chase. While this drill involves some speed drib-

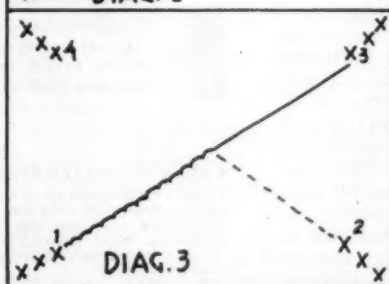
HUGH GREER is head basketball coach at Connecticut and Stan Ward is his assistant. The two collaborated on the "Hugh Stan Manual of Basketball Statistics." Ward coached for seven years at Suffield Academy before joining the university staff a year ago.



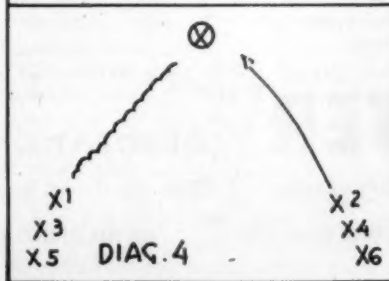
DIAG. 1



DIAG. 2



DIAG. 3



DIAG. 4

bling, the fundamentals of ball control and change-of-pace dribbling are stressed.

Diagram 2 shows a four corner dribble drill which is excellent for conditioning, chest passing, speed dribbling and pivoting. To set the drill up, the players are positioned at the corners of an area formed by half of the court. X1 begins by speed dribbling toward X2. When he is 15 or 20 feet away, X1 chest passes to X2, who returns the pass immediately. Then X1 dribbles quickly to a position inside X2, pivots and hands off to X2 who is cutting by. X1 then takes his position in the line formerly headed by X2. X2 carries on exactly as X1 did previously as he moves toward X3. As the players progress in efficiency, two and then three balls may be used to speed up the drill.

The conditions for setting up the four corner pivot drill (Diagram 3) are the same as for the four corner dribble drill. X1 dribbles on a diagonal line toward the center of the rectangle where he is met by X3 who has moved out to guard him. Then X1 pivots away from X3 and passes to the corner that he is pivoting toward. If the corner happened to be X2's, X2 would then dribble out to be guarded by X4. The players return to their own lines as the ball is passed to the other corner.

Diagram 4 shows a two lane rebounding drill which is excellent for developing good hands if it is conducted properly. Two lanes are formed as in a simple warm-up drill. To start the drill, X1 dribbles in and shoots, missing intentionally by overshooting the hoop but using the board. X2, on the move, tries to tap the ball in. Then X3 gathers in the rebound and passes to the cutter, X4, who misses intentionally, thus setting up the tap for X5. X6 then rebounds and passes to X7, who misses intentionally, thus setting up the tap for X8. This drill can be run at top speed and it serves as a profitable diversion for a team that is tired momentarily after a stiff session.

We use three give-and-go drills as part of our collection of fundamental drills. In the first drill, we simply

(Continued on page 42)

RECORDS ARE SET WITH THE VOIT XF9!

STATISTICS PROVE XF9's *Exceptional* KICKING PERFORMANCE

COLLEGIATE PUNTING BY TWO TEAMS—Grinnell—46-yard average (4 kicks for 184 yards). Carleton—45-yard average (5 kicks for 225 yards). Carleton vs. Grinnell at Grinnell, Iowa, on November 1, 1952, using Voit XF9.

HIGH SCHOOL INDIVIDUAL PUNTING RECORD—56 yards from line of scrimmage by East kicker. East vs. West, North Carolina HS All Star Game, August 8, 1952, using Voit XF9.

JR. COLLEGE PUNTING BY ONE TEAM—44.75 yards average (8 punts for 358 yards). Bakersfield vs. Stockton at Stockton, California, on September 20, 1952, using Voit XF9.

HIGH SCHOOL INDIVIDUAL PUNTING—52 yards average (2 punts for 104 yards) in South vs. North, Texas HS All Star Game at Ft. Worth, Texas, on August 8, 1952, using Voit XF9.

INTERNATIONAL KICKING CONTEST RECORD—Set on May 27, 1953, using the official American football for this contest—the Voit XF9. PUNTING—72 yards, 2 feet, 10 inches. DROP KICK—68 yards, 11 inches (all measurements without roll).

FOREIGN APPROVAL—Three world's champion rugby players from Queen's University, Belfast, Ireland, kicked the Voit XF9 for record during 1953 exhibition tour of North America. They found they could kick the Voit XF9 as well as the rugby ball. One player punted 70 yards in the air. The other two punted over 60 yards.

RECORDS PROVE XF9's PLAYING ADVANTAGES

HIGH SCHOOL INDIVIDUAL PASSING RECORD—The South quarterback set every passing record for annual California Shrine-Hi Game on August 7, 1953, using the Voit XF9. 13 completions, 21 attempts, 105 yards, 62% average.

HIGH SCHOOL INDIVIDUAL SEASON PASSING RECORD—A Ballard HS player set a new record for the Seattle HS League in 1952 using the Voit XF9. 547 yards in 6 games for 91 yards game average.

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COLLEGIATE SCORING—In the Georgia Tech. vs. L.S.U. game in Atlanta on October 13, 1951, with the Voit XF9—Tech. scored in every way—safety, field goal, conversion, touchdown by pass, touchdown by run to win game.

FEWEST FUMBLES—In the East vs. West, North Carolina HS All Star Game on August 8, 1952, series record for fewest fumbles was set using Voit XF9. Only one fumble by East.

COMPARISON CONVERTS TEAM—Bremerton met Ballard for Wash. State High School Championship on November 22, 1951. Ballard used Voit XF9 on offense. Bremerton used old style ball. Ballard scored twice, kicked one conversion, passed to the other. With score 14-13 for Ballard in closing minutes, a Bremerton back broke into the secondary, was headed for a touchdown, then fumbled for no apparent reason. Ballard recovered to win the game. Ballard had no fumbles, Bremerton two. *Result:* Bremerton adopted Voit XF9 for 1952.

(Names of the players setting these records are available on request.)

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Psychological Football

(Continued from page 6)

not implying that *psychological charging* means merely emotional game pep talks, or tricks devised in an attempt to get the most out of the players.

We are all familiar with the coach who cries before every game and applies trick methods such as reading anonymous letters from the opponent. This type of coach will definitely find himself in hot water since he is trying to instill something by the *quick charge* method which is not consistent. The players will also doubt his sincerity before the season advances very far.

From the very first day of practice we attempt to indoctrinate our squad with a winning spirit both in theory and practice and carry through our program with the following objectives in mind: 1. Psychological preparation off the field. 2. Psychological preparation in practice. 3. Psychological preparation for a game.

In our psychological preparation off the field we attempt the following:

1. To know our boys not only as players, but as individuals with a variety of interests.

2. To know as nearly as possible the I. Q. of each boy which will help us to understand a youngster who has difficulty learning on the field.

3. To know each boy's grades, and offer help and advice if needed.

4. To know each boy's parents and any special home problems.

5. To have periodic personal conferences advising each player on his progress. Offer only constructive criticism and never make this public. Encouragement, with compliments, is given whenever possible.

6. To be willing and able to meet and confer with each player's teacher concerning his progress.

7. Never to criticize the team openly especially at pep meetings, banquets, etc., and we try to express optimism—not pessimism.

8. To encourage the boys to attend the church of their choice, and engage in good healthful recreation off the practice field.

9. To set standard training rules, and show no favoritism in this respect. By observing the standard training rules the members of the squad will be conscious of their obligation to each other.

Our psychological preparation on

the practice field is very important and we attempt to adhere to certain principles. Our games are either won or lost on the practice field regardless of what we do or say at game time. The practice field principles we adhere to are as follows:

1. We carry out our positive approach on the field and try never to display a *sour grapes* attitude to our players. We attempt to display a spirit of optimism and feel we are capable of defeating every team on our schedule.

2. Our practice schedule is set before the team goes on the field and we try never to remain on one exercise too long so that everyone snaps from one exercise to another. Thus, dragging and injuries are kept down and interest is kept up.

3. We attempt to keep every member of the squad participating in some activity, and never announce a starting line-up until the day before a game. Everyone is kept hustling, and the set-ball club where only a dozen players work and the remaining boys become discouraged is avoided. When running team formations we work in an inexperienced player with the experienced boys as much as possible.

4. We consider the running of laps obsolete because it does not utilize the type of running we do in a game. They have been replaced with competitive 220 yard sprints, with the guards running against guards, tackles against tackles, etc. We also run the football relay races which tends to keep the spirit of the players high.

5. In fundamental blocking and tackling we always try to pit players of comparable size against each other so that a young beginner will not become discouraged as a result of being knocked around by a larger more experienced boy.

6. Staleness in the late season is fought with a little variety in workouts such as touch football. We feel that a day off late in the season is much better than a dragging workout if the team has been hit by injury, illness, etc.

7. Every team on our schedule is played one at a time, and each player is kept thinking and talking about the next game—not replaying a past game or talking about a team way down the line.

8. We take a personal interest in the health and welfare of our players, realizing that the physical condition of each player will affect his mental attitude. A boy with a serious injury is never permitted to play; yet we are careful not to pamper boys who have minor injuries.

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Our psychological preparation for and during a game is as follows:

1. In the pre-game pep talk we try to be honest with our players and give a correct evaluation of the opponents.

2. Each boy is made to feel he has a chance to get into the game.

3. It is our custom to have pre-game talks with captains, quarterbacks, and defensive signal callers, and to instill confidence in these boys during these talks.

4. We substitute freely if we are winning by a large score and also if we are losing by a large score. If we are winning, the younger boys can gain experience and confidence and the entire squad's morale will be good, owing to the fact that most of the players had a hand in winning the game. If we are losing, the younger boys will gain invaluable experience in sharing the loss.

5. The half-time period is regulated in order to correct mistakes and we try to ask the boys who have done most of the playing what they would

like to have straightened out. We talk in a positive manner concerning the second half.

6. Each boy is given personal attention after the game. If the game is lost by a very close score, we try not to replay it too many times because this increases the disappointment. Talking about the next game will put the boys in a better frame of mind.

It must be emphasized that although we have placed this psychological preparation of a team into three categories, all categories must tie together in order to obtain the desired results. Preparation while off the field, in practice, and during a game must be correlated and remain consistent.

It must also be understood that poor or good *psychological charge* is like a chain reaction, and is very catching, resulting in an entire team being either *up* or *down* for a particular game.

The modern football coach should realize that his team must be ready—physically, mentally, and last but not least, psychologically.

Morale—A Factor in Line Coaching

(Continued from page 32)

Team Development

After the group work, the team comes back together; the backs have been working on various phases of backfield play, plus running the same backfield patterns as the rules which were being learned in the line. Now, the job is to put the line and the backs together and synchronize the whole attack. Again, much lap work is given for a missed assignment, etc. We work against blocking bags and strive for perfection plus hustle.

After the attack is polished, we are ready to scrimmage, but if we look *sloppy* it is back to the timing drills, etc.

Conditioning

The last ten minutes of every practice are always spent on conditioning. We have found that by trying to condition the boys at the beginning of practice they try to save themselves for the rest of the practice, or if they do not save themselves, the rest of the practice is *shot* because the men have *spent* themselves. By spending a few minutes at the end of practice to condition our forces, by the time the boys run into the locker room for their showers they know that football

is a tough, hard game, and the boys who come back for more are the boys we want on our squad.

These conditioning periods consist of many drills — always something different. The drills vary from the seven-man charging sled, or running up the bleachers without shoes on, or wind sprints. Depending on the morale, we might even take the players back to the *pit* for a little seasoning.

In our opinion, the football field is a place for 100 per cent efficiency, and 99 per cent efficiency is not good enough for victory. In the business world there is no substitute for getting the job done — a person either does it or someone else gets the business so the individual does it or looks for another job. It is the same with football; we must teach the men the proper way to do the job, and then it must be done or we will get someone who can do it. Combining the theory that practice makes perfect, with all the tricks of morale building, from signs in the shower room to music as the men are getting dressed to go out on the field, we believe that our formula still holds true — knowledge of fundamentals, plus work, plus hustle, plus morale equals victory.

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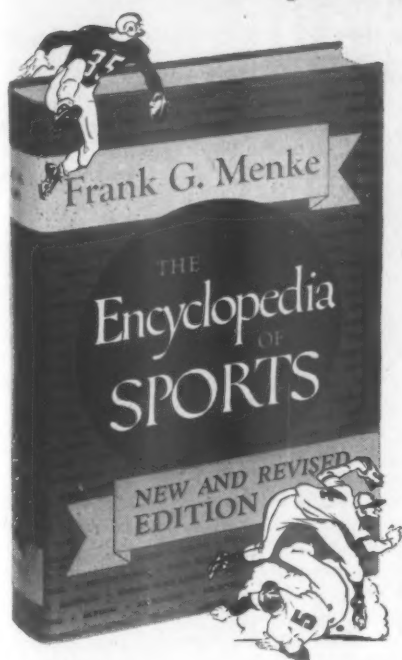
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Health Principles and Practice, by C. V. Langton and C. L. Anderson. Published by C. V. Mosby Co., St. Louis, Mo. Four hundred and seventeen pages.

This book places primary emphasis upon the basic principles of health promotion. Among the items discussed by the two professors from Oregon State College are: changing concepts and approaches in the field of health; heredity and eugenics in health promotion; nutrition in health promotion; exercise, fatigue, and rest; safety for health promotion and many others.

Applied Tests and Measurements in Physical Education, by Paul A. Hunsicker and Henry J. Montoye. Published by Prentice-Hall, Inc., New York City. One hundred and forty-nine large size pages. Price \$3.35.

A coach or physical education instructor interested in conducting measurement tests will find this paper bound manual of inestimable value. All types of tests in the field of physical education are incorporated in the book. With the tests are included percentile rank tables as well as plotted curves and formulae.

Basketball Scout Book, prepared and published by Sports Aids, P. O. Box 135, Bryan, Texas. Fifty-six pages. Price \$1.00 or six copies for \$5.00.

The overall size of the book is 6" by 9" with the binding along the top. Each two facing pages contain a 5" x 8" full court shot chart, three small full court layouts for charting plays and patterns, a table for shooting statistics, and ample space for notes. There are 26 such facing pages in the book.

In addition, this company sells basketball diagrams 6" x 9" printed on a good grade of cardboard. Good legibility may be secured from either ink or pencil. These valuable teaching aids may be used to distribute plays to the team members or for use on bulletin boards. They are packed a dozen to a pack and the price is 60 cents.

Converse 1953 Basketball Year Book, Converse Rubber Co., Malden 48, Mass. Fifty-two pages and cover. Free.

The thirty-second edition of the *Year Book* contains the usual fine coverage of important tournaments with pictures of hundreds of high school and college teams. It is truly an out-

standing yearly contribution to the basketball literature of the country.

Revolutionary Football, written and distributed by Herbert "Swede" Phillips, University of Georgia, Athens, Ga. Eighty-eight pages, paper bound. Price \$2.00.

This book is a collection of short articles by such coaches as Dodd, Butts, Nugent, Tatum, Gaither, and numerous high school coaches. All of the articles deal with new and unusual offenses and defenses. Among some of the subjects covered are Double T, Y Formation, I Formation, The Inverted Quarterback, The Dissolving T, etc.

A Guide for Games, by D. Cyril Joynson. Distributed through the British Book Centre, Inc., New York 22, N. Y. Two hundred and ninety-four pages. Price \$3.25.

This book is intended primarily for those in charge of physical education for boys and girls up to college age. It is a superb listing of all types of games and activities including tag games, chasing games, partner contests, group games, relays, and minor team games. The author is well-known and respected in British physical education circles.

How to Construct a Portable Football Demonstration Board, originated and designed by Frank R. Colucci, 1540 Smith St., Flint 4, Mich. Twenty-one large size pages. Price 50 cents.

This should be a popular book, judging from the number of requests we have had for information on magnetized demonstration boards. The booklet contains detailed drawings and suggestions for the construction of such a board for approximately \$13.00 cost in material.

Cross Country Techniques, by Don Canham and Tyler Micoleau. Published by A. S. Barnes & Co., New York 16, N. Y. Ninety-six pages. Price \$1.75.

Another of the ever-growing Barnes Sports Library books, featuring the unique drawings of Tyler Micoleau. Don Canham, Michigan's highly competent track coach, collaborated in the preparation of the book by analyzing the techniques of the activity. It will be recalled that the same two

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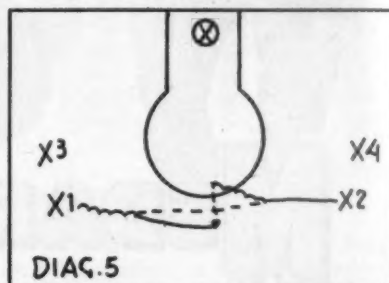
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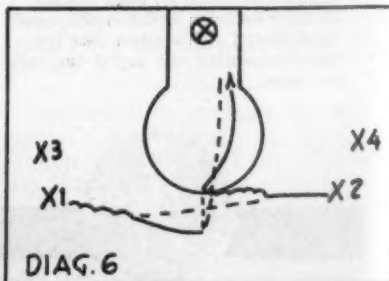
(Continued from page 34)

screen for the set shot (Diagram 5). The two lines are facing out toward half-court, angled in from the sideline, as though the men were moving in from the corners on a weave. The lines may, of course, be moved so that the shot can be taken from any spot on the floor. X1 starts by taking a dribble or two and passing to X2 who is on the move toward him. Then X2 moves to the inside and creates a screen for X1 who sets. X2 follows for the rebound. Two balls are



used in this drill in order to get in all the possible shooting. We feel this simple drill teaches not only the rudiments of the screen and helps our shooting, but also teaches the boys to get set and not rush their shots in such a situation.

Our second give-and-go drill (Diagram 6) is set up the same way. However, X1 instead of shooting, holds the ball over his head and hits X2 with a lead pass as he cuts directly to the basket. X1 then follows for the



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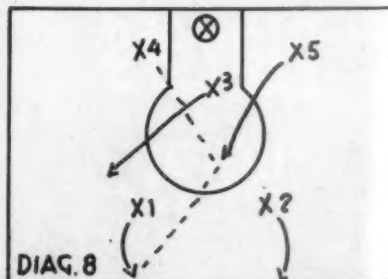
rebound. This drill may also be run with X2 holding the ball and hitting X1 with either a bounce or over-the-head lead pass as he cuts by X2. In this case X2 would then rebound.

Give-and-go drill number three (Diagram 7) is set up in exactly the same fashion as the other two. However, as X2 turns to the outside, X1 takes one dribble in the opposite direction and then bounce passes to X2 on the deep cut. Then X1 rebounds.

Later on, we use defensive men on these three drills so that the boys can work with real competition in the situation they create.

One other drill which is used quite frequently is the fast break drill with five men in action at a time (Diagram 8).

The players who are not on the floor are lined up Indian file along the sideline and the minute the five men move down on the drill another five take their places. The coach throws the ball up and the five players moving up court try to set up a trailer situation. When the ball comes off to X4, the two front men move immediately down court. The center man, X3, moves to the side of the ball to become the outside contact point and X5 moves to the free throw line to become the inside contact point. The ball is pitched quickly to either one of them. Whichever man receives the ball relays up court to the forward. Since we always try to drive to the free throw line and put pressure on the defense there, the next part of our drill will depend on the position of our offensive men. If X1



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receives the pass and finds he is ahead of X2, he will drive to the line, stop and wait for the trailer who may be either X3 or X5. The man who is rebounding acts as the safety man. Meanwhile, X2 has continued down his side of the court and becomes the strong-side man on the break.

If, however, in the same situation, X1 finds X2 ahead of him, he will pass to X2 as he cuts in the line X2 should cut to the free throw line. Our rule is simple, "The man who can reach the free throw line most quickly should go there." X1 then becomes the strong-side man as he goes straight down the side and either X3 or X5 becomes the trailer on the weak side.

If the ball comes off to X5, the contact points move to the ball, and if X3 should get the rebound, both guards move up parallel to him. We like this drill because a player seldom comes off the rotation in the same position on the floor and thus learns where to go on the break regardless of where he might be. In addition, it stresses speed, good ball-handling, and the trailer which are essentials to our break.

Although some of these drills are somewhat complicated, we feel the extra time spent teaching them has been commensurate with the reward. Painstaking, thorough drilling on fundamentals will pay off with better teams.

T Defense

(Continued from page 25)

we have not had a five-yard gain inside of these two men in two years on trap plays. Our tackles do not get trapped. These four men lace that middle up. It is very important to instill in the minds of these tackles that they should never get hooked or trapped. We want our tackles to use a forearm lift in playing the two offensive tackles. They just charge into the tackles as hard as they can and lift the defensive tackles with their arms underneath the tackles' shoulders.

Over the years, we have found that the long gains from the T formation are made on the trap plays inside of the tackles. They will gain some ground outside our tackles, but they will not go for touchdowns as many times outside the defensive tackles as they will inside of them.

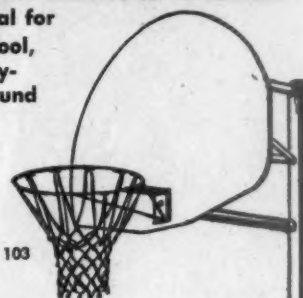
The defensive ends, Nos. 1 and 3, protect the inside. They are lined up fairly close to the offensive ends and charge right over them. If the offensive end remains in position af-

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ter the ball is snapped, they will hit him. They charge in and play against any offensive men who attempt to block them. If the defensive end sees a guard pulling out to block him, he will play him. The direction of the charge of the defensive tackles is directly to the spot where the fullback lines up, then they adjust. It is their responsibility to see that nothing goes through between their positions and those of the defensive tackles. They are not responsible for plays outside their positions. These two defensive ends go in hard and always hit the ends with their inside arms.

The left end should come in with his right foot up, hook the blocker with his right arm, break the blocker's charge, and protect the inside. Of course, if the play develops wide, he has his right foot in a position to get out of a block and help on the wide play. If he should end up with his outside foot forward, he might get tangled up and never be able to help defend on the wide play. We tell our tackles to protect the inside until they get in and the man with the ball is even with them, then they retreat. At times, we may have our ends take a step or two across and play the play. Most of the time, however, we want our ends to barrel in hard, because we feel that we get better pass rushing with the ends barreling in there all of the time. We never drop our ends off the line to cover on a pass play.

Our outside linebackers, Nos. 6 and 8, are told to play directly in front of the offensive ends if possible. The farther in we can play these linebackers and still cover outside, the better defensive team we shall have. The distance they play in will depend upon the speed of these outside linebackers. A good, fast man can play slightly inside of the offensive ends. These outside linebackers are responsible for the outside. As soon as the play starts to the outside of the

offensive right end, the left outside linebacker moves right into it. Diagram 3 shows the maneuvers of the defensive men when the T formation starts around the offensive right end.

If the play develops wide to our left, the left outside linebacker moves up into the play, the middle linebacker comes across, and the right outside linebacker moves across. The left halfback moves up and to the outside; the safety moves across and up slightly; and the defensive right halfback moves back to the safety position.

We do not want our secondary and tertiary to react to the wide plays too quickly by moving laterally too fast or by dropping back too quickly. If the defensive backfield reacts too quickly, the play may cut back inside of them and go for a touchdown.

We want our halfbacks to watch in the area of the offensive ends. We do not want them to pay any attention to what is going on in the offensive backfield. If the left halfback sees the right offensive end block, he should come up fast. When the end blocks, the left halfback should treat the play as an end run. He should come up to stop the run and he should come up from the outside. If the play starts around the left defensive end and left outside linebacker, the left halfback is in position to stop it. If it starts out wide and then cuts back, the left halfback can turn it in and make the tackle or force it back into some of his teammates. If the left halfback comes up from an inside angle, gets caught and starts chasing the ball-carrier, he will chase the ball-carrier away from all the men on his side. The halfback should never go at the ball-carrier from an inside angle and try to catch him from behind.

We work a great deal on sign reading. Almost every day our boys work on drills which are used to teach our secondary and especially our linebackers to read signs. By reading signs is meant that our defensive backfield men are taught to read the blocks. We do not want our linebackers to pay any attention to the maneuvers of the offensive backfield. The other team's plays are run without a ball. We want our backfield men to move into the play by observing the blocks of the offensive team and not by watching the maneuvers of the offensive backfield. The offensive team wants the defensive men to watch their backfield maneuvers. In the T formation, the backfield men go through a number of maneuvers to throw the defensive men out of po-

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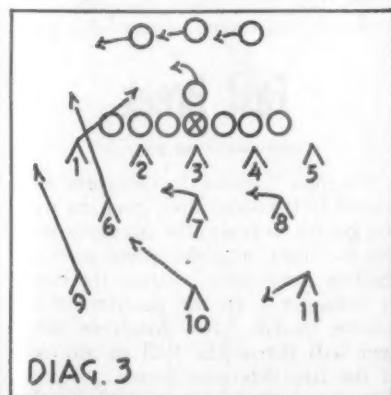
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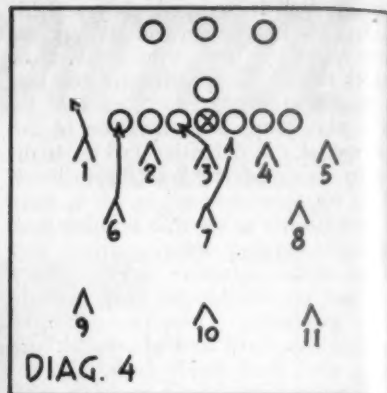
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sition. The T exponents want the defensive men to watch the ball. For this reason, we want our defensive backfield men to read the blocks and not pay any attention to offensive backfield maneuvers.

Our five-three defense is not played the same every time. We stunt quite a bit from it. Diagram 4 shows one of our stunts.

Once in a while we will have the middle lineman, No. 3, charge off the head of the offensive right guard and have the middle linebacker, No. 7, charge off the head of the offensive left guard. We like to do that on a passing situation because we found that a great many T formation coaches pull their guards out and drop them back to protect on a pass. When they do that, we shoot our middle linebacker, No. 7, through the line and he goes through there clean. He is more effective that way than he is if he drops back into the pass defense.

Occasionally, we will have our left defensive end step to the outside and the left linebacker will line up a little closer to the line and shoot through the line to rush the passer or to tackle the ball-carrier. He bursts in there and plays it just as hard as he can right over the offensive right end. Of course, when that stunt is used, the left defensive end drops out and takes the left linebacker's assignment in case of a pass.

Fast Break

(Continued from page 20)

Diagram 3 shows the defensive men placed in balanced floor position with the guards in front, the forwards near the sidelines, and the pivot men on the free throw lane. Either the coach or manager is in the position of offensive guard. The coach or manager will throw the ball to any one of the five defensive men.

If the ball is intercepted by the

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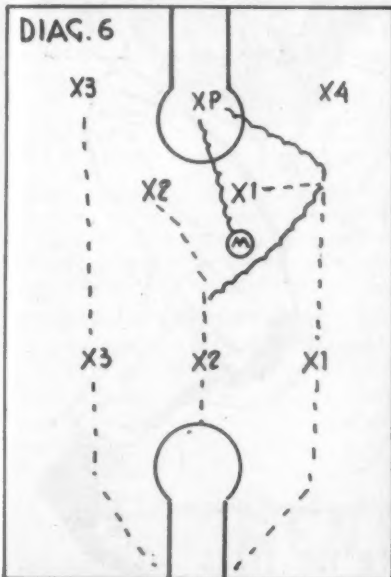
guard, the players immediately go in to the fast break pattern as is shown in Diagram 4.

The ball is intercepted by the guard, X1. He takes one dribble forward toward the sideline and passes to X2 who goes to the center of the floor. Then X3 comes fast down the side. Meanwhile, X1, after passing to X2 in the center of the floor, goes down the sideline on his side of the court. We now have a three-man fast break. In the drills, the pivot man and X4 will come down on a fast break also, but they will be a few steps behind in order to be ready to act as safety men.

If the ball is intercepted by the forward, the players immediately go into the fast break pattern as is shown in Diagram 5. The ball is intercepted by X3. He passes out to the sideline to X2. Then X2 passes to the center of the floor to X1. X4 goes down the floor on the sideline opposite the one which X2 is traveling. In drills, the pivot man and X3 will come down on the fast break also, but they will be a few steps behind in order to be ready to act as safety men.

If the ball is intercepted by the pivot man, he throws out to either X1 or X2 on the side. Whether he throws to X1 or X2 depends on which side of the floor the pivot man intercepts the ball. Either X1 or X2 will receive the second pass in the center of the floor. The opposite forward comes down the floor on the opposite side to form the three-man fast break (Diagram 6).

The drills shown in Diagrams 7, 8, and 9 are used to get a fast break off of a free throw which is made or



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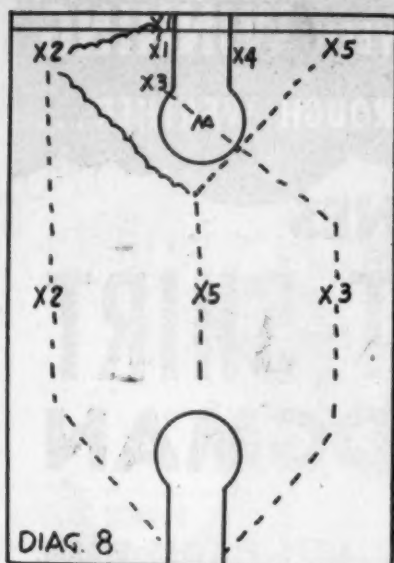
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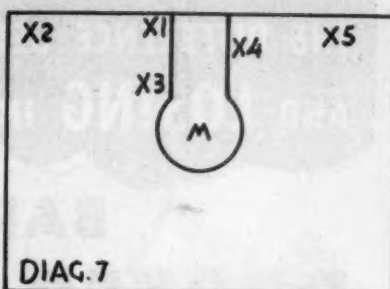
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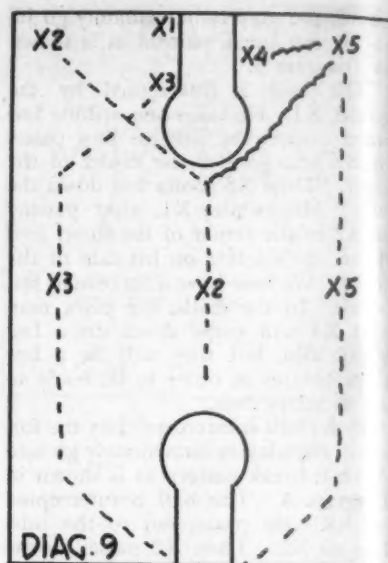
The men should be placed in defensive free throw position (Diagram 7).

In the drill shown in Diagram 8, the manager will shoot for a free throw. If the goal is made, X1 will catch the ball, jump out of bounds



under the basket, and throw the ball in bounds to X2. X3 cuts diagonally up the floor to the sideline and down the court. X5 cuts diagonally across the floor to the center of the court to the head of the circle. Then X2 continues straight up the floor. Now, we have three fast men on a fast break.

If the free throw is missed, (Diagram 9), the man who receives the ball taps back to either X2 or X5. If the ball is received by X4, he will tap to X5. X3 will then cut diagonally up the floor to the sideline and go on down court. X2 will receive the pass from X5 at the head of the circle, and X5 will go straight down the sideline.



In the event X3 receives the rebound after a missed free throw, he will either tap the ball to X2 or X5. Then X3 cuts diagonally up the court and down the sideline in the opposite direction from his tap. The fast break will then continue on the basic procedure as described.

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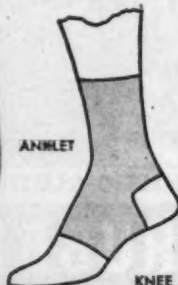
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We also use the three-man weave drill to promote fast ball-handling at close range as well as quick changing of direction.

Three lines of men are placed on the center line about nine feet apart, and facing a basket. The man in the middle line passes the ball first. He will pass to either of the side men, and go behind the man to whom he passes. Then the side man passes to the other side man who has come to the middle of the court and he in turn will go behind the man to whom he has passed. This man will pass to the original middle man who is coming up to the center of the court, and after his pass he will go behind the man to whom he passed. This drill

will continue until the basket is reached. The man who is the best shot will shoot. One man will rebound and he will become the middle man. Then the same procedure will continue back to the original starting place where the next three men are stationed, and then they will follow the described procedure. The purpose of this drill is to get as many passes as possible.

Single Wing

(Continued from page 18)

is the widely split weak-side end which is shown in Diagram 3. Since nothing is taken away from the strong side, practically everyone plays the same as is shown in Diagram 2. Number 8 rushes hard as shown. Number 7 moves out and back, and plays the short zone on passes. The halfback takes the split end, if he goes deep. Number 7 comes up, of course, to meet runs to his side.

When he sees the guards back up against all variations of alignments, No. 5 backs up in the middle and plays zone pass defense.

The alignment, which is shown in Diagram 4, was met rather frequent-

DON VELLER retired from football coaching this past spring after having coached at Indiana, Elkhart, Indiana, High School, Hanover College, and Florida State University. His overall coaching record shows better than three-quarters of the games won. In the May issue Veller discussed "A Stunting Defense Against the T."

ly and was primarily a passing formation. Since the wingback is over on the short side, most of the off-tackle threat to the strong side is removed. Thus, No. 3 can be more inside conscious on runs. He must, however, follow the second man out to his side on passes. Numbers 1, 2, and 8 must rush hard. Number 7 moves back and out as is shown in Diagram 3 and plays practically the same.

Notice that the safety man has moved over to the short side. Then he takes the long man to the inside and the halfback takes the long man to the outside. On the pass plays shown in Diagrams 2 and 3 the safety would, of course, take the long inside man on the strong side.

Diagram 5 shows a double wing which is generally met with the

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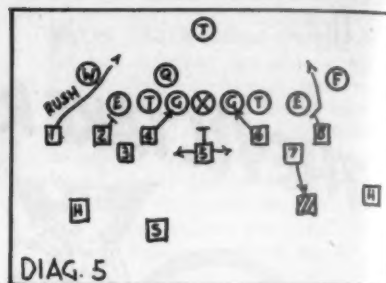
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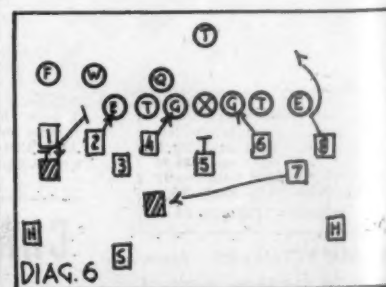


fullback to the short side. Number 1 rushes hard, but No. 2 is a little more cautious of the rush because of the possibility of getting pinned in by the wingback. The greatest change between the defensive assignments in Diagrams 4 and 5 is that of No. 7. Against the double wing on passes, he takes the inside man all the way.

In our opinion, the formation shown in Diagram 6 is the toughest one to defend. Number 1 moves back a couple of yards, mainly in order to eliminate a blocking angle by the flanking fullback. Incidentally, he must delay anything coming off tackle or wide, until help comes. He must also rush hard on running passes. Number 7 moves back about three or four yards off the line and over the middle as is shown. He follows the guards. Of course, a weakness is left for a quick inside pass to the short-side end. Number 8 tries to bump him, and No. 7 and the halfback will move fast to help.

Addition of the buck lateral series has made the single wing much harder to defense against, chiefly because it is no longer safe to key on the blocking back. A few years ago it was easier to defend against the single wing attack, mainly because the blocking back led practically every play. With the addition of the buck lateral system it is foolish to follow that man. The series of flankers shown here also makes the defensive job harder.

The defense described in this article is one that has worked. Coaches should try it if they are worried about the single wing.



Defensive End Play

(Continued from page 12)

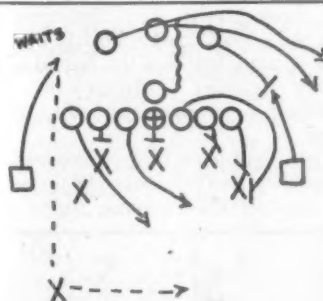
left end on a play that sweeps the opposite end's flank. The left end, upon the snap of the ball, makes his initial charge, and upon diagnosing the play, checks up and waits. He does not chase the play from behind, but gets rather deep penetration and waits to see if any reverses, bootlegs, or naked reverses are coming back to his side. If no play develops back to his position, he then retreats to the position of his defensive halfback and covers over until he can get into the play. He must not leave his end position until he is very sure that nothing is releasing back to his side. Diagram 4 shows this phase of defensive end play.

Another important part of defensive end play is rushing the passer. In most instances, we want our ends to rush because we feel they have the best chance to really put pressure on the passer. We also believe that in order to have an effective pass defense a team must have good rushing and the defensive end can be an important man in that rushing effort. The defensive end is not expected to make any actual tackles, because against a good pass protecting team many tackles are not going to be made, but we do hope that the end may make the passer throw hurriedly, thus cutting down the effectiveness of the pass.

A few of the fundamental principles involved are as follows:

1. Upon the snap of the ball, the defensive end must get penetration quickly, but be balanced, and keep his feet aligned at all times.
2. He must always approach from the outside, unless there is a special defense on, where the end has definite inside duties. The defensive end

The left end waits, then plays as the dotted lines indicate.



DIAG. 4

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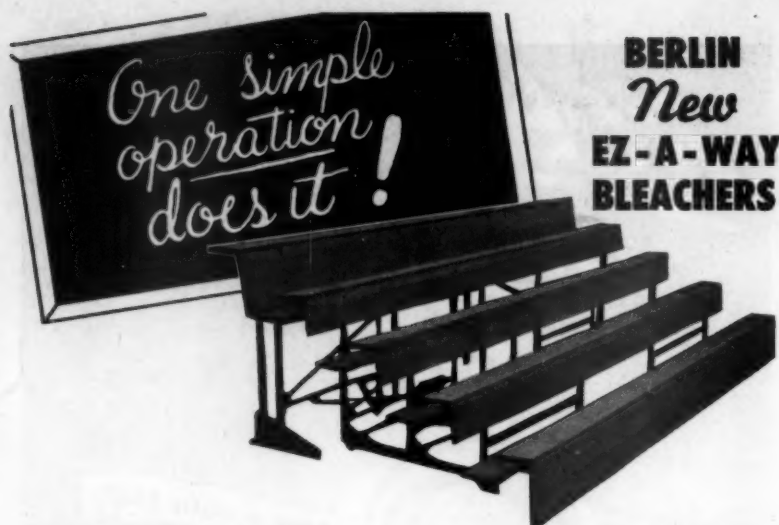
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must never get caught on the inside where the passer can outflank him, or a Statue of Liberty type play can sweep him.

3. He should come in low and tough and use his arms and shoulders to ward off pass protectors.

4. If in an effort to get through, he is blocked off, the end should get his arms up so that the passer has to throw over his outstretched arms.

5. The defensive end should never leave his feet. He should always stay on the ground and keep fighting.

6. The end should always try to force the passer back — he should not come in so deep that the passer can step forward and wind up in front of the end.

7. The defensive end should react to screen blocking and play it accordingly. This is a very difficult maneuver for the end to make and it requires much practice and quick thinking on his part.

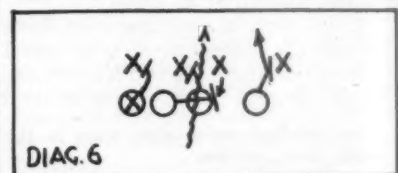
In summary, we might say that good defensive end play is a combination of aggressiveness, alertness, football knowledge, visual observation, feeling what the opposition is trying to do, hustle, and effort.

XYZ Blocking

(Continued from page 22)

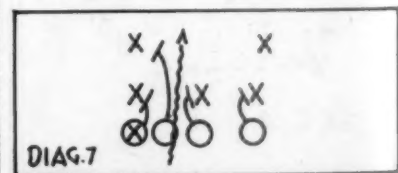
defensive tackle, the end blocks the defensive end, and then moves downfield.

Diagram 7 shows the opponents using an open five-man line. The play is directed through the 2 hole. If the center and guard have ideal angles, they use Y blocking. The end will block the defensive end. Then



the right guard goes through and gets the center linebacker. If a wingback is used, he takes the outside linebacker. In other T offenses the right halfback is often given this assignment.

The eight-man line is becoming a frequently used defense (Diagram 8). To combat this defense for a play



DIAG. 8



run through the 6 hole, we use the Z block. The center will screen the guard, and the offensive tackle blocks the guard. Then the end blocks the defensive tackle, and an offensive guard will drive the defensive end out with a running block.

Diagram 9 shows the use of the X block on a play run through the 4 hole, with the opponents using an undershifted defense. The center will block his opponent, the offensive tackle blocks the guard, and the guard blocks the defensive tackle. Then the end will screen the defensive end away from the play.

There are cases where all of the rules for blocking are of no avail because the defense used in the game was not covered in the practice sessions. Linemen who can think and analyze the situation are able to work out their own blocking plan. If the opponents overload one area, the blockers may have to block straight-away, man-for-man blocking. One of the advantages of teaching blocking by defensive positions rather than according to the old method is that the linemen learn to think and analyze situations and are able to devise the best blocking plan for the particular situation at hand.

Thus, we see that beginning with the three basic patterns, the X block, the Y block, and the Z block, it is possible to build the offensive blocking plan by working out the possible defensive alignments at the point of attack. Although this method is far from simple; nevertheless, it is one way of meeting the complex defensive patterns of present-day football. It is almost impossible to designate defenses by such simple names as five, six, or seven-man lines. The spacing of the defensive men at the point of the attack is the key to the blocking pattern. Knowledge on the part of the linemen involved, so that they have the answers to most of the problems which they will face, gives confidence and poise to an attack.

DIAG. 9



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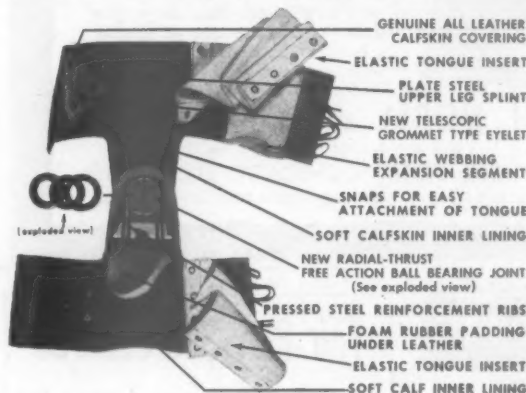
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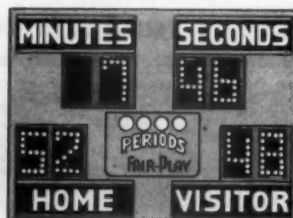
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Split T Line Play

(Continued from page 14)

to use. His approach is exactly the same for both and he looks for all intents and purposes as if a straight shoulder block is underway. At the last possible moment, when using the high hip block, the lineman fires his arm and slips his head past the hip of the defender. Simultaneously, his knee and upper leg are driven as high into the opponent's body as possible. The block should be thrown in an upward motion and aimed at a point several feet beyond the man who is being blocked. The most common error observed is the execution of this block in a downward manner, rather than in an upward motion. Thrown downward, the block is losing its punch at the moment of contact. Thrown properly, the blocker's body is accelerating when contact is made short of its objective which is several feet beyond.

An effective drill for teaching downfield blocking is shown in Diagram 2. Use of this drill is recommended only after several weeks of practice during which defensive fundamentals for backs have received some attention. It is a rough drill for defensive backs and a little work with it will go a long way.

The on-side line play is dummy scrimmage, insuring the ball-carrier's progress through it. The defensive halfbacks and the safety man play full speed as do the off-side linemen who are assigned downfield blocking responsibilities. By doing this, players develop the habit of driving downfield, realizing that they are as important as off-side linemen, as when they must block near the critical point of attack.

Pass Protection

The fourth responsibility of offensive linemen is to protect the passer adequately. There are many degrees of adequate protection, all the way from simply allowing enough time to get off a hurried, off-balance pass, to giving the passer ample time to spot his receiver and throw a pass undisturbed. The second type of protection should be the objective on all pass plays.

Pass protection duties for split T linemen involve two types of maneuvers. The on-side players drive out and contact their opponents with an aggressive charge, faking the start of a running play. After this initial movement to clear the line of scrim-

mage and allow the quarterback operating room, the on-side linemen keep pressure on the opponents, steering them away from the passer's pocket. The position of this passing area will vary with different running fakes made prior to the passing attempt. Linemen should be fully aware of the changing situations and adjust their actions accordingly.

The actual techniques involved in on-side split T pass protection start with the same initial movements used in any running play. A driving forward motion is designed to contact the defender with considerable force and make him think a running play has started. After the initial movement, a step back or sideways should place the pass protector directly between the man he is blocking and the ultimate position of the passer. Then the mettle of the offensive lineman is tested as he tries to stay directly in front of the defender until he makes an effort to go around to either side. When this happens, the pass protector is given an angle to steer the pass rusher away from the pocket.

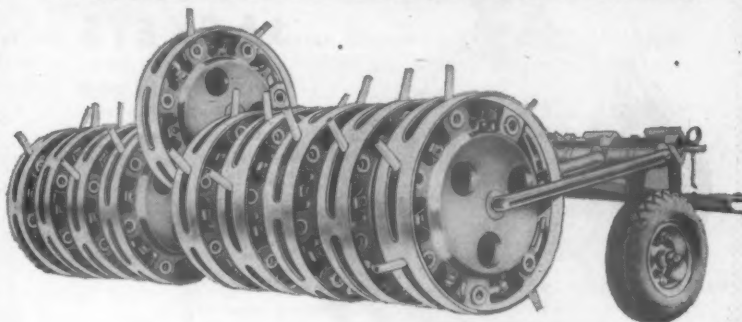
Important factors useful in staying directly in front of a pass rusher are a good bend at the knees and a wide enough stance to give good balance. The offensive lineman is, in effect, fighting a delaying action, administering a jolting straight shoulder block, and then immediately resuming his coiled position to repeat this action. Not enough can be said to emphasize the importance of maintaining good knee bend. A pass defender with outstretched legs is helpless to react until he returns to what has been described as a good football position. A comfortably wide stance serves as a physical obstacle to the pass rusher, although this width can easily be overdone and serve as a detriment to the offensive lineman.

The off-side line blocking maneuver is simpler and requires less technique than on-side protection. We use what is known as area blocking to the off-side for our split T passes. To use area blocking properly, all of the off-side interior linemen, with the snap of the ball, swing into position as is shown in Diagram 3. The off-side pass protection movement is made simply by anchoring the inside foot, and pivoting through a 90 degree arc to a position facing the sideline. This forces the defensive man to pass an area blocking lineman in a disadvantageous position if he is to penetrate the pass protection. No specific assignments are necessary except to instruct the players to block the first defender who tries to

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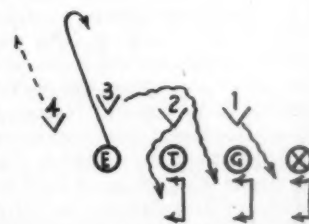
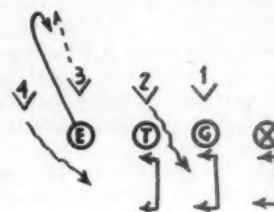
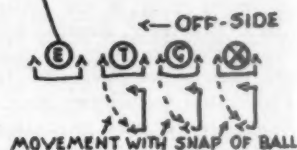
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DIAG. 3



OFF-SIDE PASS PROTECTION MANEUVER

penetrate the small area in front of them. If no one attempts to penetrate, the free pass protector swings his anchored foot back, resuming a square stance facing downfield, and helps out wherever he feels he may do the most good.

The two-on-two drill which was covered in the article which appeared in the *September* issue is an ideal method of teaching these pass protection maneuvers.

Developing good offense is quite similar to building a house. A builder lays a sturdy foundation before he proceeds with all the jobs necessary to finish his product. He does not expect to place a \$50,000 house upon a \$50 foundation. This situation closely parallels the one facing a coach who is using wishful thinking if he expects to develop a high-powered offense without laying a firm foundation up front. Nothing is more basic to the split T offense than good line play.

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(Continued from page 16)

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In our particular field all three types of circulation verification are used. We are proud to say that we are the only member of the Audit Bureau of Circulations in our field.

The obvious question then is, "What does A.B.C. mean to me, as one of your readers?" The answer is that you are a customer of ours. You paid us good money for your subscription. In order to merit your continued patronage we know that we must produce a publication of high editorial quality. Thus, our obligation to you is also an obligation to ourselves, one that must be fulfilled if we are to stay in business. In short, we are the servants of our readers.

In this respect paid circulation publications are unique. Controlled circulation publications care little whether the subscriptions are paid for or not, just as long as they cover a certain field with their publication each month. Therefore, their first obligation is to their advertisers.

There is just one other item which should be of interest to our readers. A study of our circulation audits indicates that each subscription has been paid for. Thus, as a reader, you can be sure that you are not paying for something which others are receiving for nothing. No other publication in our field can make that claim.

So much for A.B.C. Month. What day, week or month is coming next? We, personally, could use one more "National Golf Day" this year.

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OCTOBER, 1953

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